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REPORT OF SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

TERRITORY OF WASHINGTON.

1879.

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THIRD BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION.

1879.

R379

OFFICE OF THE TERRITORIAL SUPERINTENDENT,
OLYMPIA, W. T., Sept. 30, 1879.

To His Excellency, the Governor and Legislative Assembly of the Territory of Washington:

GENTLEMEN:—

It is with great pleasure, in presenting this, my third biennial report, that I call attention to the progress made in the cause of education during the past six years.

OUR NEW SCHOOL LAW.

Every person in the Territory who was at all familiar with the old school law felt the necessity of making a change. The old law answered every purpose when the schools were few, but when our population increased it was found that many difficulties among neighbors originated in the vague, indefinite and uncertain provisions of the school law. In a Territory, where the schools are almost solely supported by taxation and the voluntary contributions of the people, there is nothing so injurious to the prosperity of the schools as the disputes upon school questions.

Realizing the fact that a change was absolutely necessary, and not wishing to assume the responsibilities of indicating how those changes should be made, in July, 1876, I called a Territorial Teachers' Convention, at Olympia, and submitted to the Convention a draft of a bill calculated to remedy the evils existing under the old law.

In July, 1877, the Convention again met at Seattle, where three days were

devoted to the proposed law. After this the bill was printed and distributed over various parts of the Territory for criticism. In October, 1877, the Convention again met at Olympia, and after making some changes in the bill it was submitted to the Legislature, and our present law, excepting some changes made by the Legislature, is the result.

On the 1st of January, 1878, the law took effect; and though every Superintendent has been specifically requested to point out any defects in the law, none of a serious character have been indicated, showing conclusively that the labor bestowed upon the law by the teachers and friends of education was not bestowed in vain.

County Superintendents have made some suggestions as to necessary amendments, which are all given in their reports. Those changes which in my judgment are practical, I have specifically called attention to. No one familiar with the work will be astonished that there are those who make complaints about the law. This is so in every community under the best school system ever devised. In legislating upon this subject we should always remember that here "the greatest good should be bestowed upon the greatest number."

IMPERFECTIONS IN THE LAW.

While the law now in force is a great improvement on the old law, there are still some defects in it, growing out of changes made in the original bill by the Legislature.

APPORTIONMENTS.

The law now provides that the school funds must be apportioned on or before the first Monday in September. This provision, if strictly construed, would prevent County Superintendents from making more than one apportionment each year. The practical results of this construction of the law were that districts were obliged to close their schools for want of funds, while the Treasurer had funds in his hands belonging to the district. The difficulty was that the money could not be drawn until an apportionment could be made, and the apportionment could not be made until September. Upon the representation of County Superintendents that the provision was working actual injury to the schools, I instructed Superintendents to apportion the school funds as often as they found it necessary to enable the districts to continue their schools.

RECOMMENDATION.

I would recommend that a simple provision be enacted authorizing Superintendents to apportion school funds at such times and as often as they find it necessary for the maintenance and prosperity of the schools.

BLANKS.

The law now contemplates that all blanks shall be furnished by the Board of Education. These blanks include reports of school officers and teachers, questions for the examination of teachers, and school registers. It will cost about $200 annually to procure these blanks. Under existing law the Board of Education has $200 at its disposal to pay expenses of members and printing. One member of the Board lives at Almota, on Snake River, in Whitman

County, another at Pioneer, in Clarke County, and a third at Seattle, in King County. The members of the Board receive no compensation for their services; but their actual traveling expenses and board bills are paid by the Territory. Considering the distance and expense of traveling, it is scarcely necessary to say that after these expenses are paid there is nothing left for printing blanks out of the $200 appropriated for the use of the Board of Education. County Superintendents and School Clerks have ample power to procure all blanks required for themselves and teachers, but it costs more to the people if such county procures necessary blanks than if they are all ordered at one time and from one establishment. Uniformity is also secured, if blanks are all printed at one time, and at one establishment.

RECOMMENDATION.

It is therefore recommended that the Board of Education be directed, by a simple law, to procure all blanks necessary for the use of the schools of the Territory, and that a sum not exceeding $200 be appropriated to defray the expenses of printing, &c.

EXAMINATION OF TEACHERS.

The law regulating the examination of teachers requires County Superintendents to call to their assistance two teachers holding first grade certificates to examine teachers. No provision is made to pay teachers so called to assist Superintendents. These examinations are made at the county seat twice a year. It is seldom that fit persons can be found residing at the county seat to perform this duty. Teachers are often called from a great distance, involving expense for traveling and board. Most of our teachers are poor, and they should not be compelled to perform this service gratuitously. It generally takes two days to perform this service.

RECOMMENDATION.

I would recommend the enactment of a law allowing teachers called to assist the County Superintendents in examining teachers two days' pay, at the rate of two dollars and a-half per day, and milage at the rate of ten cents per mile in going to and from the county seat

AMENDMENTS, HOW TO BE MADE.

It is recommended that these changes be made by the enactment of independent acts. The law, so far, has given general satisfaction, and no change should be made which requires the republication of the law. Every change made in an original law leads to more or less confusion. This is particularly true with us, when the laws are not printed until months after they are enacted. One general complaint has been, that a sufficient number of copies of the school law are not placed in the hands of school officers. This evil has now been remedied—the school officers are generally supplied; and it would be injurious to the best interest of schools if any thing was done to disturb the system which has proven itself so beneficial.

COUNTY SUPERVISION.

From the reports of County Superintendents it appears that more first grade certificates are granted to teachers in the remote and sparsely settled

counties, where schools are few and simple, than in the large counties, where even graded schools are maintained. Now, they either have better teachers in those counties, or else the rules and regulations of the Board of Education are not enforced. From my own observation I do not hesitate to say, that the cause of this difference is owing to negligence on the part of County Superintendents in enforcing the rules at their examinations. These rules are established for the government of all. They should be rigidly enforced, in order that justice may be done to all. Granting first grade certificates in the county to teachers who, in the cities and towns, could not obtain second grade, is an injustice to all. The fact that the enforcement of the rules would banish many who are called teachers from the schools of the county never should influence Superintendents. Let teachers know that they must possess certain qualifications, and that without those qualifications they cannot obtain certificates, and those lacking in those qualifications will at once, by study, prepare themselves for their work. But let them know that their mistakes and blunders are overlooked, and they become indolent and indifferent, to the injury of themselves and their pupils. It is urged that when teachers are employed to teach small children, "beginners," the rules should not be enforced so rigidly as where teachers are employed to teach more advanced scholars. Nothing is more absurd. If a farmer wants to have a fine colt broke to work, who does he employ for that purpose, the beginner, the man that knows but little about the business, the blunderer, or the man who has made the subject a study, who thoroughly understands his business? Again, a farmer wants a new house. He has lived for years in a small, unsightly building erected by himself; he has accumulated some means, and now he wants a new house to adorn his farm and to add to his and his family's comforts. He wants this house to be comfortable and stylish; something better than he could build, at once adding comfort and elegance to his surroundings. Who will he employ to build this house—the man just learning his trade, who makes mistakes and blunders; or will it be the mechanic who has studied the art until perfection crowns his labor? Ask the farmer, and he will tell you that his colt is a valuable one, and that it must not be spoiled in training, that therefore he wants the best man at the beginning; that after the colt is started right, an indifferent person may get along. Ask him about his new house, and propose to him that some one shall build it who does not understand the business, and see how quickly he will reject your advice. And the reason is, the farmer is afraid that the person who makes mistakes will spoil his colt or his house. The same considerations should influence every mind in the selection of those who are to start our children on the road to usefulness and honor. Let it be remembered that it is the unanimous opinion of educators that the very best teachers should be selected for our primary schools. It is said "that many a subject for a felon's cell commences his career in a poorly taught school." The teacher who makes mistakes and blunders is soon detected by the children, and from that moment insubordination rules the school. His rules are set at defiance, and here we have the first rebellion against constituted authority. If the teacher complains to the Directors, the children will point out the

incompetency of the teacher. This the teacher knows, hence he complains not, and from that time contempt for authority and law is daily inculcated in that school-room. It would be wonderful if some so starting in life did not find a felon's cell. Superintendents should remember that when they issue a certificate to a person that they say to the people, under their oath of office, "This is a proper person under the law to teach your children." *Every doubt should be resolved against the applicant for the certificate.* Let the rules be fairly enforced, whether they seem wise or unwise. The responsibility is not yours. But if you deviate from the rules you do great injustice to those teachers who are examined by a conscientious Board of Examiners, who enforce the law.

DISTRICT SUPERVISION.

Directors in the management of schools do not observe that systematic business course which should be followed in all business transactions. Most of business is now transacted on the streets This should not be so. Whenever there is any business requiring attention, the Directors should meet. The Clerk of the district should be present, and a record should be kept of all proceedings had and done. A little more attention should be given to the comforts of teachers and children. The law gives Directors power to supply the school-rooms with everything necessary for comfort and convenience. A little attention to these matters will have a wonderful effect on the cheerfulness of teachers and the progress of children.

TEACHERS' INSTITUTES.

Teachers' Institutes have been organized in most of the counties of the Territory. The benefits derived from these institutes will be more appreciated as the work continues. Many of the younger teachers fail to attend, fearing something, they know not what. It is the impression of many that at these institutes every teacher is required to make a speech or read an essay. This is a mistake. The work so far has been confined to the interchange of opinions as to the best methods of imparting instruction, maintaining order, and securing regularity of attendance. These are all important subjects, especially to the young. Teachers explain the methods they adopt, with the results obtained. It is from the experience of the many that we learn wisdom The experience of the young teacher often is of value to the older one. Pupils and parents often betray traits of character, when coming in contact with a person they deem inexperienced, which they studiously conceal in dealing with one of age and experience. It is, therefore, not only interesting, but also instructive, to hear the experience and methods of all. All, therefore, should make it a point to attend these institutes Every teacher qualified to teach should be able to explain the methods adopted to teach the various branches required to be taught in our schools. From a free interchange of opinions on these subjects, much valuable knowledge is obtained, and no teacher who attends an institute goes home without learning something new.

DISTRICT AND COUNTY REPORTS.

The Superintendent of Public Instruction must report on or before the 1st day of October. His report should be made from the reports of County

Superintendents. At the time of writing, September 29th, Clarke, Klickitat, Lewis, Mason, Stevens, Skamania, Wahkiakum and Walla Walla counties have not yet reported for the year 1879. This delay leads to embarrassments. County Superintendents should report as soon as the 15th of September. Never wait till the last moment in doing an act required of you. You injure the counties you represent by this delay. We are all proud of our schools, and the showing we make in relation to them, and every one wants his county represented in the report which announces officially the educational facilities which each county possesses. People coming here to select new homes are interested in these matters, and eagerly scan our educational reports for information to guide them in the selection of a location where their children can be educated. I hope my successor will not find it necessary to make any more complaint on the subject.

STATISTICS.

In order to show the increase in the population, the wealth and the portions of the Territory where the greatest advancement has been made in these respects, I give the statistics, as published in the Superintendent's reports since the creation of the office.

GENERAL STATISTICS FOR 1872.

Counties.	School Houses.	Number of School Districts.	Number of Schools Taught.	Number Persons Attending.	Number Persons of School Age.	Amount Paid to Teachers.
Chehalis	8	11	8	150	242	$1,000 00
Clallam	2	4	1	18	112	130 50
Clarke	23	27	25	560	1,208	2,000 00
Cowlitz	11	17	14	213	582	1,781 36
Island	6	6	5	100	149	1,418 55
Jefferson	3	4	3	182	286	2,100 00
King	9	12	11	447	732	4,140 00
Kitsap	5	5	5	98	196	2,700 00
Klickitat	5	7	5	61	239	429 00
Lewis	8	12	11	226	421	1,629 00
Mason	1	4	1	20	50	350 00
Pacific	6	17	5	125	258	1,172 00
Pierce	12	12	11	290	535	1,959 10
Snohomish	3	4	3	50	126	350 00
Skamania	2	3	2	20	45	225 00
Stevens	1	4	3	74	148	789 21
Thurston	18	22	19	513	856	4,009 47
Wahkiakum	2	4	2	34	58	319 75
Walla Walla	50	50	48	2,500	2,944	16,000 00
Whatcom	7	12	6	120	285	500 00
Whitman	2	5	2	45	204	155 00
Yakima	5	16	6	82	328	720 00
Approximate totals	189	248	196	5,928	9,949	$44,007 94

GENERAL STATISTICS FOR 1875.

Counties.	Amount of School Fund.	Amount Paid to Teachers.	The Number of Libraries.	Number of Persons between 4 and 21 Years of Age.	No. of Persons Attending School.	The Average Time that School has been kept open in months.	Total number of Teachers.	No. of Districts in which School has been kept.	Number of School Districts.
Chehalis	$1,201 00	$1,139 00	.....	268	200	3	10	11	11
Clallam	521 00	979 00	.....	125	96	6	4	4	4
Clarke	2,626 00	3,388 00	.....	1,627	613	4	30	27	36
Cowlitz	2,320 00	1,400 00	.....	524	200	3	15	12	18
Island	1,621 00	1,837 00	.....	174	109	6	6	6	6
Jefferson	2,190 00	2,190 00	1	328	248	8	4	4	5
Klickitat	1,048 00	1,075 00	.....	295	200	4	7	7	8
King	6,410 00	5,988 00	.....	947	700	4.50	22	13	16
Lewis	.....	.....	.....	.....	.....	3	7	15	18
Mason	572 00	506 00	1	100	33	3	3	3	4
Pacific	1,448 00	1,600 00	.....	293	150	3.50	13	10	18
Skamania	531 00	370 00	.....	71	36	3	4	3	3
Snohomish	986 00	986 00	.....	200	133	4	5	5	8
Stevens	937 00	891 00	.....	310	225	3	6	6	12
San Juan	612 00	612 00	.....	181	120	4	5	5	6
Thurston	4,972 00	4,991 00	.....	889	531	3.50	17	13	23
Whitman	1,116 00	1,072 00	.....	491	178	3	8	7	17
Whatcom	2,150 00	1,891 00	.....	427	164	4	12	13	18
Walla Walla	16,000 00	17,443 00	.....	3,400	2,800	5.50	45	54	58
Wahkiakum (no rep't)	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kitsap	4,295 00	.....	.....	240	180	.....	7	5	9
Yakima	.....	.....	.....	401	200	.....	10	12	16
Pierce (no report)	.....	.....	.....	.....	.....	.....	.....	.....	.....

GENERAL STATISTICS FOR 1877.

Counties.	Date of Report.	Amount of School Fund.	Amount Paid to Teachers.	Number of Male Teachers.	Number of Female Teachers.	The Average Time that School has been kept open in months.	No. of Persons Attending School.	Number Persons of School Age.	No. of Districts in which School has been kept.	Number of School Houses.
Chehalis	1877	$1,132 00	$1,132 00	4	5	3 66	200	316	12	16
Clallam	1875	.....	979 00	.....	5	6	96	125	4	4
Clarke	1877	2,700 00	3,500 00	19	11	3	800	1,800	34	45
Cowlitz	1877	.....	2,300 00	8	6	5	475	610	17	19
Island	1877	1,621 00	1,837 00	.....	4	**	109	156	6	6
Jefferson	1877	.....	2,675 00	3	3	8	202	437	4	5
Klickitat	1877	.....	2,500 00	9	2	6	500	800	11	12
King	1877	8,329 00	8,329 00	16	9	4 25	629	1,591	21	23
Lewis	1876	.....	.....	5	2	3	438	668	13	20
Mason	1877	900 00	900 00	3	.....	3	.....	112	4	7
Pacific	1875	1,448 00	1,600 00	6	7	3 50	150	293	10	18
Pierce (no report)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Skamania	1877	1,060 00	636 00	.....	5	4 80	60	98	5	5
Stevens	1877	.....	640 00	4	2	3	105	376	6	14
Snohomish	1877	.....	1,540 00	1	7	3.50	250	300	8	10
San Juan	1876	.....	.....	.....	5	4	83	206	3	6
Thurston	1876	.....	4,513 00	10	17	3.70	800	1,003	23	24
Whitman	1876	.....	900 00	1	9	.....	.....	607	10	29
Whatcom	1877	.....	1,920 00	1	17	.....	.....	514	18	23
Walla Walla	1877	.....	10,147 00	10	17	5	1,872	2,384	33	35
Wahkiakum	1876	.....	617 00	3	1	4	37	100	4	4
Kitsap	1877	.....	3,200 00	4	3	8.20	176	290	5	5
Yakima	1875	.....	.....	10	.....	.....	200	401	12	16

GENERAL STATISTICS—1879.

Counties.	Date of Report.	No. School Districts.	No. School Houses.	No. of Districts in which School has been kept.	No. of Persons of School Age.	No. of Persons Under School Age.	No. of Teachers.	No. of Male Teachers.	No. of Female Teachers.	No. Certificates Granted.	No. 1st Grade.	No. 2d Grade.	No. 3d Grade.	School Fund.	Raised by Special Tax.	Average Wages Paid Teachers per Month.	Duration of School, in Months.	First School Taught.	First District School in County.	Children Enrolled.	School Houses Built in 1879.
Clallam	1879	7	7	7	191	56	7	6	1	7	.....	1	6	$628	.....	$30 to 40	3	1862	.....	106	.....
Clarke (no report.)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cowlitz	1879	22	19	19	724	253	25	8	15	16	6	6	4	2,600	$925	$30 00	4 3-5	1851	.....	432	3
Columbia	1879	45	38	44	2,573	476	21	.....	.....	21	1	10	10	9,787	.....	.....	4 1-4	1876	.....	809	6
Chehalis	1879	13	13	12	435	117	12	5	7	8	1	2	.....	.....	120	.....	3	.....	.....	308	.....
Island	1879	6	6	6	205	79	6	1	5	6	1	.....	5	1,353	1,200	45 00	6	1854	1857	115	.....
Jefferson	1879	8	8	8	437	96	7	3	4	7	3	1	3	8,498	.....	62 50	6	1857	1854	244	.....
Kitsap	1879	5	5	5	367	130	8	4	5	8	2	4	2	3,145	.....	42 50	5	1860	.....	205	2
King	1879	28	24	26	1,914	662	20	10	10	20	1	16	3	11,966	416	50 00	6	1854	1854	944	4
Klickitat (no rep't.)	1878	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lewis	1879	23	23	23	877	295	20	8	12	11	3	3	5	2,404	.....	27 50	4	1855	1855	476	.....
Mason (no report.)	1878	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pierce	1879	21	18	18	1,066	380	35	15	20	35	5	6	20	6,677	1,000	40 00	5 1-7	1854	1854	788	3
Pacific	1879	24	21	17	500	154	15	2	13	15	4	8	3	1,708	185	$30 to 35	3	1850	1855	326	6
Snohomish	1879	9	8	8	366	132	5	1	4	.....	.....	5	.....	2,339	129	$40 00	4	1867	1867	238	1
Stevens (no report)	1878	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....
San Juan	1879	6	6	6	300	110	6	2	4	6	.....	.....	2	900	.....	45 00	.....	.....	1874	141	.....
Skamania	1878	6	4	6	134	.....	8	2	6	.....	.....	.....	.....	1,200	.....	25 00	.....	.....	.....	.....	.....
Wahkiakum	1878	6	5	6	134	48	6	3	3	.....	.....	.....	.....	911	.....	40 00	5	1852	.....	100	.....
Walla Walla	1879	33	27	24	2,497	.....	39	30	9	39	4	20	15	15,000	.....	60 00	4 1-2	1850	.....	1,550	2
Whatcom	1879	27	16	21	817	266	18	4	14	18	5	6	7	2,483	.....	40 00	.....	.....	.....	.....	.....
Whitman	1879	26	20	24	1,779	.....	30	13	17	13	2	3	7	4,548	.....	50 00	4	1872	.....	1,437	2
Yakima	1879	20	17	17	716	213	19	10	9	19	12	4	3	4,669	.....	$30 to 50	3 1-2	1864	1869	350	2
Thurston	1879	30	27	27	1,129	394	18	9	9	14	4	8	6	4,561	.....	$65 00	4 3-5	1854	1854	700	2

THE UNIVERSITY.

"The University of Washington Territory is a part of the public educational system of the Territory, and is under the care of a board of five Regents, appointed by the Governor in accordance with the terms of the University law. It is supported by legislative appropriations, interest on endowment and tuition fees.

"Its classical course is complete, being the same in substance as that pursued in Eastern colleges. Its scientific course omits Greek, but requires more than four years' study of Latin or French, or German, and is more extended than is ordinarily given in colleges on the Pacific Coast. Its normal course is such as is usually pursued in normal schools, and its commercial course more than equals the curriculum of the ordinary business college.

"Arms are furnished by the Territory, and the young men are taught military tactics, official position in the military company being determined in part by average standing in examinations at the conclusion of each study and at the end of the year.

"The library has upwards of 200 volumes—a mere beginning. The work of collecting a cabinet of specimens in natural history is progressing, in the hands of the instructors in botany, physiology and elocution.

"The institution aims to be parental in government, to insist upon a high standard of character and scholarship, and to avoid everything of a sectarian and partisan nature.

"The University is located on a beautiful site of ten acres near the center of the city, and on a sloping eminence overlooking the bay. The main building, a large, imposing and well-built structure was erected at a cost of $35,000 00. On the grounds are situated the President's residence and a large boarding house for young men."—*Annual Register, for* 1878-9.

At no time since the erection of the University buildings have the prospects for success of this institution been more flattering than at this time. This must be attributed largely to the energy displayed and determination manifested by President Anderson to make the University a success.

The following report of President Anderson to the Board of Regents, indicates fully the present prosperity and future wants of the University;

REPORT OF PRESIDENT ANDERSON.

To the Honorable Board of Regents of the University of Washington Territory:

GENTLEMEN: Upon the occasion of the issue from the press of the annual register of the officers and students of the university under your control, it seems not inappropriate to submit for your consideration a few remarks on what has been done, and a few suggestions on what should be done.

It is not necessary to detail the history of the University from its reorganization in September, 1877, with two instructors and forty pupils, to the present time when its catalogue presents the names of 155 students and 11 instructors. But there has been a history of quiet, earnest planning and working. As the membership of the school increased, teacher after teacher has been added, has done good work, and been promptly paid.

During the current year four courses of study have been arranged, which, it is believed, will meet the demand for college instruction, in the classics, mathematics and sciences, and serve the present need of the Territory as a normal school and meet the wants of young men desiring a business education. As may be seen by inspection of the annual register, students have been taught the second year studies, and in instances third year studies. A successful effort is now being made to collect from the rich treasure-house of our Territory a cabinet of specimens in natural history. The institution is growing, and it must continue to grow, or die. During the next legislative period of two years it must be prepared to give instructions through the third and fourth years of the classical and scientific courses as well as provide for classes in all the branches taught during the past two years. Besides it must be strongly manned and equipped for work in the natural sciences. A collection and proper classification of specimens of animals, plants and minerals of our Territory will greatly aid in making known its immense resources. And the University, with adequate support, can do that work.

At present there is an annual legislative appropriation of $1500 to pupils appointed according to law. One thousand dollars of this per year has been received by the authorities of the University and faithfully applied according to the act. But that $1000 has not been given to the University, but to certain pupils who attend the University. That doubtless was a wise arrangement, but its chief help has been to place the school upon a Territorial footing—to give it sanction and prestige rather than money. Let that method of indirect aid be continued, if desired, but has not the time come when direct appropriations can be made?

To properly meet the expected growth during the next two years, there ought to be an appropriation of $2000 annually toward the payment of salaries of members of the faculty, which in addition to tuition fees and other income would be sufficient to pay salaries and incidental expenses.

At least $800 should be appropriated for philosophical and chemical apparatus. No full supply can be obtained for that amount of money, but selections could be made and additions secured afterwards without obtaining duplicates. The State University of Oregon lately purchased $5000 worth of apparatus for illustrating chemistry, natural philosophy and other sciences.

At least $100 ought to be appropriated annually for a high grade of reference books—for the constant consultation of faculty and advanced students. Such is the case in all colleges and in many schools of secondary instruction. There is an imperative necessity for such books, if any fair degree of knowledge of what is known is to be obtained or imparted in the institution.

There ought to be some replenishing of the school furniture, and perhaps repairs to the buildings and fences, but just what should be done in these matters is perhaps not for me to say.

In closing this report, allow the suggestion that there is now a fair opportunity to build up in our Territory a college, and in due time a university, provided nothing of a local, political or sectarian character shall be allowed

to have weight in any act by any one who in any way has aught to do in conducting, controling, or providing for our Territorial University.

Respectfully submitted,

A. J. ANDERSON,
Pres't University of Wash. Ter'y.

SEATTLE, May 13, 1879.

RECOMMENDATION.

I would recommend that at least two thousand dollars be appropriated to the University. No appropriation that can be made will prove more beneficial to the people than this.

BOARD OF EDUCATION.

One of the new features of our present law is the section providing for a Board of Education. The members of the Board are appointed by the Governor. Hon. Thomas Burke, of King County, Mr Charles Moore, of Whitman County, and Miss Ruth E. Rounds of Clarke County, with the Superintendent of Public Instruction now constitute the Board The first meeting took place on the first of April, 1878 Much valuable work has been done by the Board since its organization Rules have been established for the government of common and grade schools, and the examination of teachers; and a uniform series of text books has been adopted. These matters have all taken up much time, receiving the earnest attention of each and every member of the Board.

RULES AND REGULATIONS

For the Government of Schools and Teachers, adopted by the Board of Education.

A TEACHER'S DUTY.

To the School Authorities

1. To understand and enforce the rules and regulations of the Board of Education.

2. To carry out faithfully the instructions of the Superintendent and the principal of the school.

3. To keep your school records, use your blanks, and render your school reports exactly according to instructions.

To School Property.

4. To make your school-room a pleasant and attractive place for children; ornamenting it, when possible, with pictures.

5. To take good care of all the books, maps, charts, blanks, keys, and other school property entrusted to your care.

6. To inspect daily the stoves, desks and other school property, and instantly report to the principal or teacher whenever any damage is done

To Pupils.

7. To know that the best school teaching is always associated with the best government, and that good school government consists in having each

pupil attend quietly and faithfully to his own business, at his own desk, which is his place of business.

8. To know that a pupil's true education is a growth consequent upon the proper exercise of his faculties.

9. To make yourself acquainted with the home influences affecting your pupils.

10. To make youself acquainted with the moral, intellectual, and physical natures of your pupils, and to teach every one according to his nature.

11. To inspire your pupils with enthusiasm in the pursuit of knowledge, and to implant in them aspirations for all attainable excellence.

12. To keep your pupils busy with school work, and to work your classes upon the prescribed course of your study.

13. To attend to the proper position of pupils when sitting, standing, or moving in the school-room.

14. To teach your pupils how to study.

15. To talk in a natural tone of voice.

16. To commend pupils for earnest work.

17. To teach the virtues of industry, order, system, promptness, punctuality and attention to business, and the value of time and its improvement.

18. To teach the ways of getting knowledge, and the reasons for and value of good school order.

19. To remember that children are children, and need assistance in many ways, but that the most valuable work for a pupil is that which he does for himself.

20. To know that mistakes, blunders, neglect, or carelessness on your part, are disastrous to pupils, and are most difficult to remedy.

21. To be ever thoughtful of the pupil's future, and to make all school work and discipline such as will be of lasting service to them.

22. To keep pupils happy, and to remember that what a pupil grows to be is of more importance than what he lives to know.

To Yourself.

23. To use every effort to improve yourself in the science and art of governing and teaching a school.

24. To exercise a watchful care over every word and act; teaching by example as well as by precept.

25. To be systematic and methodical in all your work.

26. To keep such private record of your own work that at any time you may be able to give the important facts in connection with any year of your school service.

27. To be very cautious, careful and circumspect in everything you say and do in the presence of your pupils.

To the School.

28. To have a carefully prepared programme for daily exercises, and to follow it closely in your work.

29. To talk little, and in a natural tone of voice, but do much in school.

30. To rely upon your own tact, skill, energy and devotion to your work.

31. To be at your post in time, or never to be tardy.

32. To give your undivided attention to school duties, never reading books, making out school reports, nor writing letters during school hours.

33. To keep neat files of all reports, records, circulars, letters and business papers.

34. To speak the English language in its purity.

35. To feel an honest pride in your school, and a determination to have it take high rank among schools.

To Parents.

36. To avoid wounding the feelings of any parent by word or manner.

37. To endeavor to secure the confidence and co-operation of parents in your efforts to benefit their children.

38. To know that a dispassionate conversation with a parent will almost invariably convince him that you are pursuing a correct course with his child.

39. To keep parents fully informed of the doings and progress of their children.

To Other Teachers.

40. To aid and encourage fellow-teachers by a friendly appreciation of their work and efforts.

A PUPIL'S DUTY.

To the School.

1. To observe and obey the rules and regulations of the school.

2. To be prompt and regular in attendance at school.

3. To do your full part in making your school the best possible.

In the School-House.

4. To attend quietly to your own business, at your own desk, during school hours.

5. To avoid disturbing teachers and school-mates by unnecessary noise, such as dropping books or pencils, or moving feet upon the floor in changing position.

6. To avoid wasting your time, or that of your school-mates, by whispering or otherwise taking their attention from their school duties.

7. To recite lessons promptly, and in a full, natural tone of voice, pronouncing every word very distinctly.

8. To do all slate, chart, paper and black-board work with the greatest rapidity consistent with neatness and accuracy.

Outside the School-House.

9. To go to and from school in such a manner as not to disturb any one.

10. To go home directly at the close of school, and not come to the school-house before the proper time.

11. To move quietly about the school-house and make no unnecessary noise in its neighborhood.

To Teachers.

12. To be obedient and respectful to parents and teachers.

13. To render teachers proper excuses for any absence or tardiness.

14. To obey promptly and cheerfully all signals of teachers.

To Property.

15. Never to cut, mar, mark or injure desks, walls, fences, or any school property whatever.

16. To keep books and slates covered, to keep your school-desk and its contents in good order, and the floor about your desk neat and clean.

To Yourself.

17. To be always neat and tidy in dress and person.

18. To do the very best you can in all school or other work you may have to do.

19. To be mindful of the rights and feelings of others, and to be kind and polite to all.

General Duties.

20. To remember that energy and patient industry, enthusiasm and earnestness, are the surest reliance for success in student-life as well as in business or professional life.

21. To remember that there is a time for work, for play and for study, and that the school-room is the place for study.

22. To feel and understand the great value of time, and learn ways of improving it.

23. To let no day pass without adding something to your store of knowledge.

24. To be truthful and use good language on all occasions.

REGULATIONS OF THE UNION OR GRADED SCHOOLS.

SECTION 1. The Union or Graded Schools shall be classified as Primary, Intermediate, Grammar and High.

SEC. 2. The Primary School shall comprise three classes—sixth, fifth and fourth; the Intermediate, three—third, second and first; the Grammar, two—B. and A.; and the High, two—junior and senior.

SEC. 3. The school year shall begin on the first Monday in September and continue forty consecutive weeks, exclusive of a vacation of two weeks during the Christmas holidays, and of one week beginning on the first Monday in April. The following holidays shall be granted the schools, viz.: Every Saturday and Sunday, Fourth of July and days of thanksgiving or fasting designated by territorial or national authority.

SEC. 4. The daily session of all the schools shall begin at 9 o'clock A. M. and close at 2:30 P. M. in the Primary, 4 P. M. in the Intermediate, and 3 P. M. in the Grammar and High. There shall be recesses as follows: one of fifteen minutes in all the schools at 10:30 A. M.; one of one hour in all the schools at 12 M., and one of fifteen minutes in the Intermediate School at 2:30 P. M.

DUTIES OF TEACHERS.

SEC. 5. All teachers are required to make themselves familiar with the rules that relate to their school duties.

SEC. 6. Teachers shall punctually keep the hours for the opening and dismissing school, and, during session hours, shall devote themselves exclusively to school duties. One teacher in each building shall remain upon the school premises during the noon recess.

SEC. 7. Principals shall open their school buildings at 8:30 o'clock A. M., and all teachers shall be in their class-rooms at 8:40 A. M. The bell shall be rung for the assembling of the pupils at five minutes before 9 A. M and 1 P. M.

SEC. 8. Each teacher shall keep a register of all pupils attending his department, including names, ages, number of days absent, times tardy and times dismissed; also any other record that may be required by Territorial or County school officers.

SEC. 9. Teachers are required to maintain strict order and discipline in their schools at all times. Any neglect of this requirement will be considered good cause for dismissal. Corporal punishment may be resorted to when other means fail to secure obedience. No cruel or unusual punishment will be allowed; and no teacher shall administer any punishment on or about the head of any pupil. Teachers have the right to suspend from schools any pupil for good cause; provided that such suspension shall be reported to the Board, whose decision shall be final.

SEC. 10. Teachers shall hold pupils to a strict accountability for any disorderly conduct on their way to or from school, or on the school playgrounds. They shall endeavor to prevent them from gathering around the school premises before the time for opening the school buildings, and shall require them to go home immediately after dismissal.

SEC. 11. Teachers shall give vigilant attention to the temperature of their rooms. At each recess they shall open doors and windows so as to secure an effectual change of air.

SEC. 12. Each teacher shall prepare and post in his room a programme of daily exercises, specifying the length of time devoted to each recitation.

SEC. 13. No teacher shall absent himself from school during school hours without leave from the Board, or during intervals between the regular meetings of the Board without the permission of the chairman.

SEC. 14. The teacher may, for the purpose of observing modes of discipline and instruction, take one day in each term to visit any of the public schools, but due notice shall be given the Board as in section thirteen.

SEC. 15. All teachers shall meet for professional improvement on the first Friday of every school month at 3 o'clock, P. M. and hold a session of two hours. The meeting will be known as the Monthly Institute and will have power to elect it own officers and determine its own programme. Teachers may dismiss school on the above day at 2:30 P. M.

SEC. 16. Any teacher wishing to resign shall give two weeks' written notice to the chairman of the Board.

SEC. 17. It shall be the duty of all teachers to impress upon the minds of their pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship.

DUTIES OF PUPILS.

SEC. 18. All pupils who may attend the public schools shall comply with the regulations established in pursuance of law for the government of such schools, shall pursue the required course of study, and shall submit to the authority of the teachers. Wilful disobedience, habitual truancy, habitual vulgarity or profanity, the use of tobacco on or around the school premises, stealing, or the carrying of deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

SEC. 19. Any pupil who shall in any way cut, deface or otherwise injure any school house, furniture, fence or outbuildings thereof, or shall write any profane or obscene pictures or characters on any public school premises, shall be liable to expulsion or other punishment; and parents or guardians of such pupils shall be liable for damages on complaint of the teacher or any director.

SEC. 20. Pupils shall be present in their class-rooms at 9 o'clock A. M., and no pupil shall be allowed to leave the school premises during the session except by special permission of his teacher.

SEC. 21. Pupils shall, during hours of study and recitation, devote themselves exclusively to the work assigned them; shall abstain from all forms of communication, and shall yield a cheerful obedience to their teachers in all things.

SEC. 22. Pupils detained from school must bring a written excuse from their parents or guardians on their return, stating reasons for their non-attendance. A written or personal excuse from the parent or guardian may be required in cases of tardiness or dismissal before the close of the school.

SEC. 23. Whenever a pupil is absent two successive days the teacher shall notify the parents or guardian immediately, unless satisfactory information of the cause of the absence is obtained.

SEC. 24. No pupil shall be absent a part of the day for the purpose of receiving instruction elsewhere.

SEC. 25. Any pupil whose attendance for the month shall fall below seventy-five per cent., except in cases of actual sickness, shall be liable to forfeit his seat.

SEC. 26. Pupils shall give due attention to personal neatness and cleanliness, and any who fail in this respect may be sent home to be properly prepared for school.

SEC. 27. No pupil shall be allowed to attend school from any house in which small-pox, varioloid, diphtheria, scarlet-fever, measles or whooping cough is prevalent. No pupil shall be permitted to return to school from any house where any of the above-mentioned diseases has prevailed until three weeks shall have elapsed from the beginning of convalescence of any or all the patients.

SEC 28. Pupils on entering school shall be furnished with a list of books and other articles required in the course of study, and the neglect or refusal of parents to supply the required books within one week shall constitute cause for forfeiture of seat. Whenever teachers are satisfied that parents are too poor to furnish books they shall make out a list on the proper blanks, which shall be signed by the parents and sent to the Board, who shall provide the books. All books so supplied shall be numbered and labelled as library books, and shall be collected by the teacher at the end of each term and placed in the school library to be used as occasion may require in supplying indigent pupils.

SEC 29. Pupils shall be required to attend school within the prescribed school limits; *Provided*, That whenever such school is full, pupils may be admitted elsewhere by the Board; also, whenever a pupil changes his residence into the limits of another school during the last half year of any term he may complete his unfinished term in either school.

SEC. 30. No pupil shall be received from one public school into another (promotion excepted) without a transfer certificate of honorable dismission, stating name, age, grade, scholarship, deportment and cause of transfer.

SEC. 31. All pupils suspended from school by virtue of any of the foregoing rules can be restored only on such conditions as the Board of Directors may determine.

SEC. 32. Teachers shall read to their pupils the rules which govern them on the first school-day of every month.

BOARD OF EXAMINATION.

SEC. 33. The Board of Examination shall consist of three persons chosen by the Board of Directors from among the teachers of the public schools.

SEC. 34. It shall be the duty of the Board of Examination to prepare questions and devise ways and means for conducting examinations for promotion.

EXAMINATIONS AND PROMOTIONS.

SEC. 35. There shall be an examination for promotion at the end of each school year.

SEC. 36. The Chairman of the Board of Examination shall have the power to promote deserving pupils at the beginning of any school month during the first half of the school year.

SEC. 37. Pupils may be sent into the grade next below the one to which they belong whenever their school membership for any month falls below the standard fixed for admission to the grade; but such pupils may be admitted to regain their lost position within one month, if their scholarship warrants it.

COURSE OF STUDY.

PRIMARY SCHOOLS. SIXTH GRADE.

Language.

Reading: Willson's Charts from I to XXIII. Teach words, then letters, then the sounds of letters.

Cultivate a natural manner of speaking words. Carefully correct all faulty expressions of the pupils.

Spelling: Spell from the Charts and reader orally, and in writing on slates or boards.

Writing: After each recitation have the pupils write their lessons on their boards or slates.

Arithmetic: Counting, reading and writing numbers up to 100. Addition and subtraction tables up to 5's. Roman numerals to XXV. Use numeral frame, beans, etc.

Drawing: Names of lines and simple drawing exercises on slates.

FIFTH GRADE. TIME: ONE YEAR.

Language.

First Reader completed: Teach names and use of common marks of punctuation in reading lessons. Articulation to be distinct. Require pupils to tell in their own language what they have been reading about.

Spelling: Spell words from the reader and names of common objects.

Writing: Write upon slates, using long pencils held the same as pens, principles, small and capital letters as found on Spencerian chart.

Composition: Have pupils compose short sentences about familiar objects. Teach simple rules for the use of capitals and terminal marks (period, interrogation and exclamation) in punctuation.

Arithmetic: Read and write whole numbers to 10,000; Roman numerals to 100. Addition and subtraction tables taught through the 10's and the multiplication tables through the 5's regularly and promiscuously. Count by 2's, 5's and 10's to 100 and backwards; also by 2's, beginning with 1's, as 1, 3, 5, 7, &c. Teach addition, subtraction, multiplication and division, using twenty-five beans. Teach the use of the terms plus and minus.

Drawing: Lines, angles and names of common geometrical figures. See Willson's Charts, Nos. 11 & 12.

FOURTH GRADE. TIME: ONE YEAR.

Language.

Reading: Second reader completed. Two exercises each day. Mode of instruction same as fifth grade.

Spelling: Spell from Reader. Have pupils frequently write spelling exercises upon slates or boards.

Writing: Same as in Fifth Grade.

Composition: Same as in Fifth Grade continued. Correct ungrammatical expressions. Have pupils frequently copy from the Reader a lesson or a part of a lesson, as an exercise in spelling, punctuation and the use of capitals.

Arithmetic: Numeration and notation to 100,000 in the Arabic and to 1,000 in the Roman system. Multiplication and division tables through 12; addition, subtraction, multiplication and short division including dollars and cents; no number to exceed two periods. Teach mental work as found in Robinson's Shorter Course, to page 61.

Drawing: For illustration, see Krusis' Drawing Manual, Synthetic Series, Part 1.

Geography: Teach names of counties in Territory; names of mountain ranges and peaks visible, names of ports on Puget Sound and names of rivers flowing into Sound. Teach natural divisions of land and water by using "trough." Teach ideas of direction as north, north-east, south, etc, found by sun, compass and north star.

THIRD GRADE. TIME: ONE YEAR.

Language.

Reading: Third Reader completed. Spell and explain all the important words in the lesson. At every recitation require of pupils to give in their own words, the subject matter of what is read. Cultivate a natural style of reading, (accent, enunciation, emphasis and inflection) Special attention to be given to the use of punctuation marks, italics and capital letters.

Spelling: Spell from Reader.

Grammar: Oral instructions from Swinton's Language Primer to page 57.

Writing: Give regular instruction in writing from Spencerian chart or board three times a week, pupils to use pens.

Arithmetic: Robinson's Shorter Course to fractions Oral and written.

Geography: Introduction to Monteith's Manual completed. Give lessons on the Globe frequently.

SECOND GRADE. TIME: ONE YEAR.

Language.

Reading: Fourth Reader completed. Observe same particulars as in Third Grade. Teach use of all the marks of punctuation as found in Reader

Spelling: Spell from reader and spelling-book. Teach abbreviations as found in spelling-book.

Writing: Same as in Third Grade.

Grammar: Oral instruction from Swinton's Language Primer, completed and revised.

Arithmetic: Robinson's Shorter Course, pages 97 to 143 inclusive; oral and written.

Geography: Monteith's Manual. Pacific Coast, pages 125 to 142, inclusive; also pages 5 to 67, inclusive.

FIRST GRADE. TIME: ONE YEAR.

Language.

Reading: Fifth Reader. Teach as in lower grades Have pupils read selections from newspapers and magazines once a week.

Spelling: Select words from spelling-book, newspapers and other sources. Have pupils write spelling lesson.

Grammar: Swinton's Language Lesson, to page 98.

Writing: Same as in lower Grades.

Arithmetic: Robinson's Shorter Course, pages 143 to 233, inclusive; oral and written. Review work of previous grades Give frequent exercises in rapid combination of numbers.

Geography: Monteith's Manual completed and revised, including maps.

GENERAL DIRECTIONS.

Teachers must correct all errors in speech, and require pupils to give answers in complete sentences. Exercise in the correct use of is, are, seen, said, did, done, a, an, and the pronouns I and me, we and us, he and him.

Oral instructions and object lessons must be given in all the grades; this will depend greatly upon the ingenuity of the teacher.

Drawing must be taught throughout the intermediate grades as shall hereafter be determined. Instruction in composition writing must be given in all the grades, letter writing, abstracts of reading lessons, biographical or historical sketches.

Declamations once a month.

GRAMMAR SCHOOL. B. GRADE. TIME: ONE YEAR.

Language.

Reading: Fifth Reader completed. Reading in United States History.

Spelling: Write spelling lesson. Words to be derived from various sources.

Grammar: Swinton's Language Lessons completed and revised Give special attention to analysis and parsing.

Writing: Regular instruction three times a week.

Arithmetic: Complete to discount. (Fisk's.)

Geography: Civil and Political, completed and revised. Monteith's.

A. GRADE. TIME: ONE YEAR.

Language.

Reading: Read selections from various sources.

Spelling: Same as in B. Grade.

Writing: Same as in B. grade.

Grammar: Analysis and parsing. Exercises in correcting false syntax.

Composition: Swinton's School Composition, first half year. Word analysis last half of year.

Arithmetic: Complete, finished and revised.

History: Swinton's United States, completed.

GENERAL DIRECTIONS.

Drawing in Grammar Grades as determined upon by Principal. Oral instruction in Physiology and Physics. Rhetorical Exercises in Grammar Grades. Declamation and original essays once a month.

HIGH SCHOOL. JUNIOR CLASS. TIME: ONE YEAR.

Algebra and English Analysis throughout the year. Physiology and Zoology first half; Philosophy and Book-keeping second half.

SENIOR YEAR.

Geometry and History throughout the year. Botany and the Constitution of the United States first half; Chemistry and Astronomy second half. Rhetorical exercises throughout the High School course.

MANAGEMENT.

Due attention shall be given to physical culture in the public schools

Pupils in all grades shall sit in an erect position, and not communicate with one another. When called upon to recite, they should be required to rise and remain standing until excused They should be taught to regard it a dishonorable to assist others or receive assistance in their studies, except under the special cognizance and direction of the teacher. Strict order in all movements in the school room, in passing in and out of the building should in all cases be required Constant employment is the best means of securing good order.

MORALS AND MANNERS

Conversational lessons on politeness and rules of deportment in public places and at home. Habits of personal neatness.

MUSIC.

Singing as far as practicable, at the discretion of the teachers, in all grades.

QUESTIONS

SUBMITTED BY THE

BOARD OF EDUCATION,

OF WASHINGTON TERRITORY,

FOR THE EXAMINATION OF TEACHERS,

NOVEMBER, 1878.

HISTORY.

1. What was the first great extension of territory after the Revolutionary war?

2. Which of the present States and Territories were obtained from Mexico?

3. How were they obtained?

4. Name the Presidents of the United States in their order up to the present time.

5. Which Presidents served two terms? Which Presidents died in office? What Vice Presidents became Presidents?

6. When was the Constitution of the United States adopted?

7. What are the constitutional qualifications of the members of the lower house of Congress? Of the upper house?

8. How was the question of the disputed succession to the Presidency in 1876-1877 finally settled?

9. Name the last State admitted to the Union, and give the date of its admission?

10. What Presidents were military heroes?

PHYSIOLOGY.

1. Describe the lungs.

2. What is ventilation, and on what does it depend?

3. Give a brief account of the circulation of the blood?

4. Why is fresh air necessary, and why ventilation? How does a lack of either shorten life?

5. How many coats has the eye? Describe the arrangement of the parts of the eye?

6. State the physiology of the respiratory organs.

7. Define cavity, cell, tissue, organ, capillary, cerebrum, pain, disease, medicine, dislocation.

8. What has experience shown are the best processes for resuscitating a person apparently drowned? In a fit? Faint? Stunned by a blow?

9. State the relevance of health to food, to exercise and to sleep.

10. State how you can preserve the teeth.

GRAMMAR.

1. Write sentences in which the relatives *who*, *what*, *which* and *that* are properly used.

2. What are the principal parts of the following verbs: Lay, lie, lead, make, ride, see, swim, write?

3. Answer each of the questions annexed to the following sentence:

"Of the committee who, in June, 1776, had been appointed to prepare the plan, Samuel Adams alone remained a member; and even he was absent when articles of confederation and perpetual union were adopted, to be submitted for approbation to the several States."

4. Of how many propositions (or principal clauses) does the above sentence consist, and with what word does each proposition end?

5. Give the leading subject and predicate of each proposition.

6. Designate the subordinate (or auxiliary) clauses (or sentences) and the subject and predicate of each.

7. Point out the several phrases, and the words which they respectively modify.

8. What words, phrases, &c., perform an *adjective* and what an *adverbial* office?

9. What kind of a noun is "committee," "June," "approbation"?

10. Parse "who," "1876," "member," "even," "were adopted" and "to be submitted."

SPELLING.

1. What is orthography?

2. Give the rule for spelling the plural of nouns ending in y?

Correct the spelling of the following words where they seem incorrect:

3. Belief.
4. Buisness.
5. Collectable.
6. Companies.
7. Exstacy.
8. Hypocrisy.
9. Erysipelas.
10. Diligence.

READING.

1. Define Orthoepy.
2. Define Accent.

3. Define Emphasis.
4. Define Inflection.
5. Define Modulation.
6 What, in your judgment, is the best method of teaching children to read?
7. Give a reason for your method.

GEOGRAPHY.

1. Describe the equator; the tropics; the polar circles.
2. Define latitude and longitude
3 Why is not the Mackenzie river so valuable as the Mississippi?
4 Name the capitals of all the States that border on the left bank of the Mississippi.
5 Through what waters would a log pass in floating from Lake Superior to the ocean?
6 Give the boundaries of Washington Territory.
7. Name the largest river in the United States west of the Rocky Mountains.
8. Name the highest mountains in the United States
9. Name the longest river, the longest mountain chain and the largest city in the world.
10. Between what degrees of latitude is Washington Territory situated?

ARITHMETIC

1. Write in figures each of the following numbers, add them and express in words (or enumerate) their sum: Fifty-six thousand and fourteen thousandths; nineteen and nineteen hundredths; fifty-seven and forty-eight ten thousandths; twenty-three thousand and five and four-tenths, and fourteen millionths.
2. If the remainder is 17, the quotient 610 and the dividend 45,767, what is the divisor?
3 How is the value of a fraction affected when its denominator is divided by a number greater than unity?
4. What is the value of $\frac{\frac{3}{4}}{\frac{6}{5}\times\frac{5}{7}} + \left(3\frac{7}{8} \div \frac{9}{10}\right) - 1\frac{3}{16}$?
5. If for a certain sum, 18 sheep may be grazed 20 days, how many days may 30 sheep be grazed for the same sum?
6. I have three notes, payable as follows: one for $200, due January 1, 1869; another for $350, due September 1, 1869, and another for $500, due April 1, 1870; what is the average of maturity?
7. How is the rate per cent. ascertained when the principal, interest and time are given?
8. On two-thirds of my field I plant corn; on two-thirds of the remainder I sow wheat; potatoes are planted on three-sevenths of whatr emains, and

I have left two small pieces one of which is three rods square and the other contains three square rods; how many acres does my field contain?

9. How many cords in a pile of wood 18 feet 9 inches long, 4 feet 6 inches wide and 7 feet 3 inches high?

10. A note for $470 66 drawn at 60 days, is discounted at bank at 6 per cent.; what are the proceeds?

QUESTIONS FOR THE EXAMINATION OF TEACHERS.

MAY, 1879.

REGULATIONS.

1st. All of the papers of each applicant for certificate must be fastened together.

2nd. Write at the head of the first paper your name, age, residence, and number of years you have taught school.

3d. No assistance from any source can be allowed applicants in preparing the answers.

4th. Write first the question, then give the answer.

5th. The number of minutes specified at the head of each branch indicates the time allowed for preparing answers.

6th. All work must be done with the pen, and the name of the applicant must be signed after the answer to the last question.

7th. Superintendents will file in their offices all papers containing questions and answers of the applicants.

READING.

Time allowed 45 minutes.

1. Name the essential elements of good reading.
2. Define articulation.
3. Explain the difference between accent and emphasis.
4. What faults should be avoided in reading?
5. Describe the movement of the voice in the falling inflection; illustrate by a diagram.
6. What are the advantages of exercise in transition in reading?
7. What is a primitive word?
8. What is word analysis?
9. Analyze and define "dishonorable."
10. Explain the difference between "temperance" and "abstinence."

ARITHMETIC.

Time allowed 60 minutes.

1. Define principle, problem, analysis, solution, and demonstration.
2. In what respects do simple numbers differ from compound numbers?
3. What is the difference between a *multiple* and a *composite* number?

4. What is the difference between common and decimal fractions?

5. Define percentage; rate of per cent.; interest.

6. What is bank discount? Illustrate by an example.

7. What is the distance in rods from the centre of a square field, containing six acres, to the corners?

8. If seven men can do a piece of work in twenty days, how long will it take thirteen men to do the same work? (By proportion and analysis.)

9. In how many months, of twenty-six days each, can a chopper earn $125, if he cuts 1¾ cords per day, at 87½ cents per cord?

10. What is the simple, annual, and compound interest on $150 for three years and six months?

PHYSIOLOGY.

Time allowed 45 minutes.

1. Why should physiology be studied?

2. Describe the vertebral column.

3. Describe the head. What are contained within its cavities?

4. Name the different kinds of joints in the body; describe two, and give an example of each.

5. State the difference between inspired and expired air.

6. Of what does the nervous system chiefly consist?

7. Why should the feet of children when sitting be supported?

8 Why is habitual exercise invigorating?

9. How does over exercise injure the system?

GEOGRAPHY.

Time allowed 40 minutes.

1. How many States, Territories, and Districts are there in the Union?

2. How do States, Territories, and Districts differ in the organization of their government?

3. Round the Mediterranean Sea, naming the countries bordering upon it.

4 Name the countries of Asia with which we carry on important traffic.

5. State the difference between a strait and an isthmus, and an illustration of each upon the Western Continent.

6. Locate Berlin, Vienna, Quito, Cincinnati, Dublin, Baltimore.

7. Name the mountainous systems in the United States, and the principal chains embraced in each.

8. What countries besides our own furnish coal?

9. What is a river basin?

10. Describe the following rivers, Orinoco, Nile, Loire, Danube, Ganges, Ohio.

GRAMMAR.

Time allowed 60 minutes.

1. Define English Grammar, parsing, a noun, analyzing, gender, case, verb, tense, government.

2. Write the second person singular and plural of *is*, in the present and imperfect tenses of the indicative and subjunctive modes.

3. Explain the difference between a conjunction and a preposition.

4. In what does the relative pronoun differ from the personal pronoun?

5. Correct "He should have went yesterday."

6. Write first a simple, second a compound, and third a complex sentence.

"When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature and Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."

7. What kind of a sentence is the above? Of how many prepositions does it consist? Write the principal one.

8. Which clause is used adverbially? Which adjectively? Which a noun?

9. Analyze the leading preposition.

10. Parse "when;" "necessary;" "to dissolve;" "require;" "that."

HISTORY OF THE UNITED STATES.

Time allowed 60 minutes.

1. Name the principal discoveries made by Columbus.

2. What States were settled by the English?

3. Give a brief account of the colonization of Virginia and Massachusetts.

4. What was the purpose of the Articles of Confederation, and when adopted?

5. Give a brief account of John Adams' administration.

6. What was the object of Congress in passing the "Chinese Restriction Bill?"

7. What was the principal reason assigned by the President for vetoing the bill?

8. What is meant by the veto power.

9. When was Washington Territory organized?

10. What are the principal exports and imports of the Territory?

11. What is a constitutional government?

12. Give the names of the three branches of the United States Government.

13. Name the Executive departments

14. What powers are denied the States?

15. How does a bill introduced into Congress become a law?

16. How are the expenses of the government sustained?

THEORY AND PRACTICE OF TEACHING.

Time allowed 45 minutes.

1. Give a brief outline of plan for organizing and classifying a school.

2. How will you prepare a programme for the daily exercises?
3. Give an example for one-half day.
4. State briefly your manner of conducting recitations.
5. Under what circumstances is oral instruction advisable?
6. What use will you have your pupils make of the blackboard, maps, and slates?
7. How do you teach spelling?
8. How do you teach reading?
9. State your ideas about assigning lessons?
10. How would you arrange for recesses and conduct them?

SPELLING.

Time allowed 15 minutes.

Correct errors in the following words: "Immeadiately," "salery," "persistantly," "repreive," "irresistable," "misspelt," "disproportionatly," "controled," "negociate," "dispence," "neuralogy."

County Superintendents will award first grade certificates to those answering 90 per cent. of the questions correctly in each branch, second grade certificates to those answering 75 per cent. of the questions correctly; and third grade certificates to those answering 60 per cent. of the questions correctly.

JOHN P. JUDSON,
Supt Public Instruction.

TEXT BOOKS.

Having for years experienced the annoyance and expense incident to the promiscous use of all kinds of text books, the Board of Education, at its first meeting took steps to secure uniformity Notice was published in each Judicial District of the Territory, that at the next meeting of the Board a uniform series of text books would be adopted, provided publishers would furnish us books under the peculiar provisions of our law. Publishers were notified of the intention of the Board, and were requested to send their books for examination. Many publishers declined to send books when they ascertained that under the provisions of our statutes they were required to exchange their new books, if adopted, even for our old ones

In October, 1878, the Board of Education met pursuant to adjournment and submitted to the Territorial Teachers' Institute, which was then in session, the various books offered, for the purpose of eliciting an opinion from the teachers as to their preference. After due consideration the institute recommended the books published by A S. Barnes & Co. After examining said books, the Board of Education concluded that they were the best that could be adopted under the law. The following is the proposition of A. S. Barnes & Co., and the formal action of the Board of Education thereon:

PROPOSITION FROM A S. BARNES & CO.

OLYMPIA, W. T, October 3d, 1878.

To the Honorable Board of Education of the Territory of Washington:

GENTLEMEN: Under the provisions of an act entitled "An Act to Pro

vide a System of Common Schools," approved November 9th, 1877, we submit to your honorable body for adoption and use in the public schools of Washington Territory the following books, viz.:

The Independent Series of Standard Text Books.

	RETAIL PRICE.
Independent First Reader	$ .25
" Second "	.50
" Third "	.75
" Fourth "	.95
" Fifth "	1.20
" Sixth "	1.25
Clark's Easy Lessons in Language	.35
" Brief English Grammar	.60
" Normal " "	1.04
Barnes Brief History of the U. S	1.50
Steele's Physiology	1.50
Watson's Complete Speller	.35
Davies & Peck's Elementary Arithmetic	.75
Davies & Peck's Complete Arithmetic	1.40
Monteith's Physical Geography	2.25
" Manual "	1.40
" Introduction to Manual	.90

We will give said books in exchange for other books of corresponding grade now in use in the public schools in said Territory without cost or expense to the people, that is to say, we will give:

An Independent 1st Reader for any 1st Reader in use.
" " 2d " " " 2d " " " "
" " 3d " " " 3d " " " "
" " 4th " " " 4th " " " "
" " 5th " " " 5th " " " "
" " 6th " " " 6th " " " "
" " Speller " " Speller " "
" " Arithmetic " " Arithmetic " "
" " Geography " " Geography " "

And so on. In order to avoid all expense of a change to the people we agree to establish one or more agencies in each county in said Territory, to which we will send the books at our expense, where said even exchange of books can be made.

We guarantee that the stock supplied shall be, in all respects, as good as the samples herewith presented; and we agree to replace at our own expense, during the entire period for which said books may be adopted, any book returned to us or to our agencies, which has come to pieces through defect in binding, or which is defective in any respect for which we as manufacturers are properly responsible.

We further agree that the retail price of said books or any of them shall

not at any time during the period for which they may be adopted (five years, dating from January 1st, A. D. 1879,) exceed the prices hereinbefore set forth: that the retail price of said books or any of them in this Territory shall not at any time exceed the retail price of corresponding books of the same series in the States of Oregon and California.

Each county will be allowed 90 days from date of adoption for ordering exchange supplies; and further, the pupils attending each school in the several districts shall have thirty days from the date of the actual introduction of the books into any of such schools, within which to exchange the books they may have in use at such time for corresponding books of the series aforesaid.

Dated Oct. 3d, 1878.

A. S. BARNES & CO,
Per A. F. GUNN.

The Board of Education having listened to a public discussion of the merits of the various text books submitted to them for adoption at that time; and it appearing to the satisfaction of this Board from such discussion that of all the books presented to them under the terms of the school law of Washington Territory, the books composing what is called the "National Series" (except the Grammars) exhibit the highest merit, and are best deserving a place in the schools of the Territory; and it appearing further to this Board, that the proposition of A S. Barnes & Co, the publishers of said series, presented to and filed with this Board complies in all respects with the school law of said Territory: Now, therefore, it is ordered by the Board of Education that the proposition of A. S Barnes & Co., presented to and filed with the Board this 3d day of October, A. D. 1878, be and the same hereby is accepted, as to the following books, viz:

The Independent First Reader,
" " Second "
" " Third "
" " Fourth "
" " Fifth "
" " Sixth "
Watson's Complete Speller,
Barnes' Brief History of the U. S,
Steele's Fourteen Weeks in Physiology,
Davies & Peck's Elementary Arithmetic,
" " Complete "
Monteith's Geographies (Pacific Coast edition.)

It is further ordered that the foregoing text books be and the same are hereby adopted for use throughout the Territory, such adoption to take effect from and after the first day of January, 1879.

It appearing to the Board of Education that no text books on Grammar suitable for adoption in the schools of the Territory have been offered to the Board in accordance with the terms of the school law; and it appearing further to said Board that Kerl's Common School Grammar is a text book of

high merit and well-suited to supply the wants of our schools; ordered by the Board of Education that we do hereby recommend for use in the schools of the Territory the text book on Grammar known as "Kerl's Common School Grammar."

It is further ordered that we recommend for use in the schools of the Territory the Spencerian Copy Book.

REPORTS

OF

COUNTY SUPERINTENDENTS.

WALLA WALLA COUNTY.

WAITSBURG, Sept. 22, 1879.

HON. JOHN P. JUDSON, Supt. Public Instruction:

DEAR SIR: I have this day made my report to you as best I can. The schools in this county are at present in a flourishing condition and none but good teachers are being employed. At our last Institute, the teachers almost to a man were in attendance, and showed by their actions that they were earnest workers in their noble calling. The district school-houses are so distributed over the county, as to make every man in reach of a school-house, and with few exceptions these school-houses are comfortable buildings. The schools during the past year were reasonably well attended, and are opening up this Fall with seemingly more than ordinary interest. Every district in the county is in a good condition financially, having now considerable money to their credit, and there is now in the county treasury near five thousand dollars of unapportioned school fund.

Yours truly,

C. W. WHEELER,

Supt. Schools, Walla Walla Co., W. T.

LEWIS COUNTY.

CLAQUATO, September, 1879.

HON. JOHN P. JUDSON, Supt. Public Instruction:

DEAR SIR: A school was commenced on Davis' prairie near where Claquato now is (in a log house built for a school-house) on the first of Jan. A. D. 1855, and continued three months, which I suppose was the first school taught in Lewis county. I find no report of the school nor of the teacher among the files of this office but determine the dates by my private memorandum. A public school was also taught at the same place (Dist. No. 2) three

months during the year, for which Jas. Balch received $150.00 of the public school fund. In Dist. No. 3., a school-house was built about two miles S. E. of where Chehalis Station now is, at a cost of $350.00, $490 00 having been raised by tax and a school kept 116 days in 1855. In Dist. 6, (including Newaukum Prairie, Jackson's Prairie and Cutting's Prairie) a tax of $200.00 was levied for building purposes, and a school taught three months by a qualified teacher during the year 1855, but no more definite dates are given. At the present time only three schools are now in session, the others are all closed.

There are now 26 school districts in the county, two of which were formed the past year. Two others are small isolated districts having less than 15 children of school age. They have no school house and no school the past year, (Nos. 23 and 24.) Also No. 21, though it has more than 15 children, has had no school and is without a school-house. There are 21 district school-houses, in all of which a school has been taught.

The number of children over of 4 and under 21 years reported, is 877; the number enrolled in schools the past year, 467; the number under 4 years of age, 285.

Twenty teachers have been employed, eight of them males.

Three have first, three second, and five third grade certificates, the others teaching under permits.

The amount of the public school fund for the past year is $2404.09.

Teachers receive from $15 and "board around," to $40 exclusive of board. Most of the teachers "board around."

From three to six months' school are usually taught; but the average is not more than four months through the county.

No report is made of any special tax the past year. They generally prefer to raise the amounts needed above the public fund by subscription, and nothing is said about it in the report. No school-houses have been erected the past year to my knowledge.

Complaints are sometimes made about the school law; that it allows teachers too many holidays, or pay for time not actually taught; that it is got up more for the interest of teachers than for the benefit of the children; that it requires the clerk to spend time to take the census and make his annual report in the most busy time of the year, &c. More fault is found in the prices or cost of the books than with the changing of them; though many seem to think that the old readers are better than the new. It is not defined in the present law how the clerk shall be elected, nor the length of his term, nor whether he might act as collector or treasurer of any money that might be needed in any case as voluntary subscriptions, &c.

A Teachers' Institute was organized in May, 1877, since which it has been held four times.

I think the studies we have are sufficient for the schools at the present time in the county, and that if the children are well taught in reading, spelling, writing, arithmetic, geography, grammar, and history, it will take all the time a teacher can find in our schools and they will be fitted to exercise the

duties of citizens. I think the instructions should be confined to the studies now specified in the school law.

I would not enact a law compelling parents to send their children to school unless a school is provided convenient for them at the public expense.

We have no graded schools in the county, and no regular and continued private schools in the county, if we except the convent on the Cowlitz prairie, where is kept a school for girls under the care of the Sisters of Charity, which has been in operation about two years. Sometimes a family or a few families, together employ a teacher at their own expense for their children, and sometimes they admit others. The people generally are anxious to have a school where their children can attend and learn the rudiments at least, of the most important branches, as reading, spelling, writing and arithmetic. But this county is mostly devoted to agriculture; people are coming into the fertile valleys and opening out new farms in the forests which cover the greater part of its territory; and it requires their constant efforts to provide the comforts and necessaries of life, which indeed are often very meager

I think it is much to be regretted that the school lands reserved by the government cannot now be made available, and that they could not be applied *exclusively in the identical townships in which they are situated*. The more thickly settled places are able to support their schools, while the pioneer is almost entirely cut off from the benefits designed in their reservation.

H. N. STEARNS,
Supt Schools, Lewis Co., W T.

KING COUNTY.

SEATTLE, September, 1879.

J. P. JUDSON, ESQ., Supt. Public Instruction:

DEAR SIR: In addition to the tabular report required by you, I desire to state the following facts about the schools of King Co.:

Seattle, which is embraced in Dist. No. 1, has 974 children between 4 and 21 years of age. Of this number nearly one-half may be found in attendance upon our public schools when in session, and none under six years of age are allowed to attend. The schools of this city are thoroughly graded and the course of study adopted by the Board of Education strictly followed.

At the close of each school year examinations are held in the different grades under the direction of a local board of examiners, selected from among the teachers. Only those pupils who obtain an average standing of 70 per cent. are allowed to pass into a higher class at the beginning of the next year. Monthly examinations, also, are held throughout the school year.

The schools of Seattle give employment to ten teachers, five of whom are males, at salaries ranging from $55 to $100 per month. During the year closing August 31, 1879, there were thirty weeks of public school. Thirty weeks are not enough; there should be at least forty. The coming year the schools will be about the same length as in the preceding.

The county commissioners levied a six mill tax, the maximum fixed by law, for the support of public schools. This would give a forty weeks' school if there were no incidental expenses. I think there should be an amendment made to the present school law, requiring districts to levy an annual special tax, sufficient to meet all incidental expenses. The county fund should only be used for the payment of teachers.

The schools of the county outside of Seattle have improved much since my last report. In White River valley the schools are kept up from six to nine months during the year, and every child in the county now has the opportunity of attending at least a three months' school annually. Hasten the time when this Territory shall become a State, and our school lands so disposed of as to give a school fund large enough to maintain a six months' school within reach of every child of the Territory.

If there are any amendments made in the present school law, I hope they will be such as to give a larger school fund, to secure better supervision and to compel parents or guardians to send their children to *some* school. I would also strongly urge the enactment of a law allowing a teacher, who may be called to account for thrashing an unruly boy, to be tried by his peers, not by a justice of the peace whose decision is based upon his own notions and the amount of his fees.

Respectfully submitted,

E. S. INGRAHAM,

Supt. Schools, King Co., W. T.

WHITMAN COUNTY.

COLFAX, Sept. 20, 1879.

HON. JOHN P. JUDSON, Supt. Public Instruction:

DEAR SIR: I herewith submit my annual report for the twelve months ending with Sept., 1879. I make replies to such questions as I am able to answer.

The first and public school in Whitman county was taught during the winter of 1872-3.

A school has been taught in each of 34 districts of this county, during the year. Clerks of 36 districts have reported. There are 30 school-houses in the county. Children of school age, 1437. Children enrolled, 1779. Thirteen males and seventeen female teachers have been employed.

In May last, three persons examined, received a first grade certificate, three a second grade, and seven third grade.

The county school fund for 1879 is $4548. Teachers receive for teaching from $25 to $75 per month.

The average time of school taught has been about four months per year.

Two school-houses have been built during the year.

The chief complaint regarding the school law, has been want of copies

Teachers' Institute was held on the 29th and 30th of last May.

I regard the studies now required to be taught sufficient.

I incline to the opinion that a law compelling parents or guardians to send their children to some school, would be beneficial.

There is no graded school in this county.

There is commendable interest manifested, and gratifying progress made in conducting the district schools.

Miss L L. West has taught successfully three terms of twelve weeks each at Colfax Academy during the year. The influence of this school has been specially helpful.

Respectfully yours,

CUSHING EELLS,

Supt. Schools, Whitman Co., W. T.

THURSTON COUNTY.

OLYMPIA, August 31, 1879.

HON. JOHN P. JUDSON, Supt. Public Instruction:

DEAR SIR: There are thirty organized districts in Thurston County—in all of which school has been taught three or more months during the past year. Two districts have failed to give an annual report, this year, and I have been compelled, after waiting several weeks upon them, and writing to the clerks, to make up their apportionments on the basis of last year's returns. With the reports before me I find that the average term of school in all districts in the county for the past year has been a fraction over four and three-fifths months. All the schools have been visited officially by the County Superintendent, and the children in nearly all of them addressed with a view to their intellectual and moral progress. Most of the teachers seem to have a proper sense of the importance of their calling, and to be striving to do their duty, so far as circumstances permit. Much benefit seems to arise from the introduction of the uniform text books; and the new school law, though not perfect, appears to be adapted to the wants of this sparsely settled country.

I regret to find a falling off in the number of school children reported from twelve districts. This is partly offset by an increase in sixteen districts; but still the decrease in the whole county amounts to twenty-four. Last year an increase of one hundred and seventy-four persons of school age was reported. The sum total of school tax levied this year is $6508 60. Last year the sum was $6473 84. After making what was thought to be a due allowance for delinquent taxes, an apportionment of $5296 50 was made, amounting to $4.50 per capita. The delinquent tax list was larger last year than was expected; and the sum collected was $497 39 less than the apportionment. I have therefore been reluctantly compelled to apportion only four dollars per capita this year, being $780 less than last year.

The following tabular statement will give an idea of the *status* of all the school districts in this county—numerically and financially. It will be seen

that one district (No. 5) has been abolished, and another (No. 31) formed by the division of No. 25:

No. District.	Name of District.	Name of District Clerk.	No of Children	Amount Apor'd.
1	Olympia	N. Crosby	292	$1168
2	Swantown	D. R. Bigelow	83	332
3	West Olympia	G. H. Burntrager	21	84
4	Mud Bay	Peter McKenzie	34	136
5	Tumwater	Walter Crosby	96	384
6	North Union	C. R. Wellman	23	92
7	Chambers' Prairie	C. C. Hewitt	13	52
8	Saye	A. J. Chambers	17	68
9	Wood	D. Chambers	39	156
10	South Bay	Oscar Fuller	43	172
11	Freedom	H. G. Parsons	26	104
12	Yelm	T. J. Chambers	20	80
13	Franklin	R. Waddell	35	140
14	Rocky Prairie	E. B. Plumb	17	68
15	Beaver	John Munn	15	60
16	Kokane	D. R. Hewstis	38	152
17	Lincoln	N. E. Pearce	27	108
18	Black River	T. E. Rutledge	27	108
19	Mima Prairie	J. Crall	15	60
20	Rhoades	F. Rhoades	16	64
21	Grand Mound	J. F. Brewer	30	120
22	James	J. R. James	23	92
23	Coach	A. Van Eaton	4	16
24	Skookum Chuck	W. F. Ogle	30	120
25	Ticknor	— Tyrrel	25	100
26	Stony Point	E. Johnston	18	72
27	Deschutes	E. Longmyre	33	132
28	Coal Bank	A. S. Yantis	42	168
29	Hackshaw	Mrs. Hackshaw	13	52
30	Seatco	E. Morsbach	14	56
	Total		1129	$4516

As stated in last year's report, it is very much to be regretted that many school districts in this county spend no more money for educational purposes than the amounts drawn from the county funds.

There are some exceptions to this rule; a larger number, I am glad to know, than were reported last year. Still there is very much room for improvement in this respect. The prevailing custom is to close the schools as soon as the county apportionments are expended, instead of merely using them as additions to local efforts, and thus maintaining schools in all districts six, and in most of them nine months each year. I would particularly urge this matter upon all school officials and others interested in the promotion of education. Section 81 of the school law furnishes facilities for such measures as are requisite to supplement the ordinary means of educating the rising generation, in all districts the voters of which are willing to pay for this best of all temporal blessings.

No district having over fifteen scholars, should *think* of being satisfied with running their school one day less than six months out of every twelve.

Trusting that the above may prove as satisfactory a report as the facts will permit,

I have the honor to remain, your obedient servant,

J. R THOMPSON,
School Supt of Thurston Co

COLUMBIA COUNTY.

HON. J. P. JUDSON, Supt. Public Instruction.

DEAR SIR: Owing to the fact that there were no blanks for clerks' reports furnished, the information concerning our schools is not as complete as I would desire; however, I follow the required list as nearly as possible, and trust the result will be satisfactory.

1. Number of school districts in county..... 45
2. Number of school houses (estimated)..... 38
3. Number of districts in which school has been kept during the present year..... 44
4. Number of children of school age, reported.....2573
5. " " " enrolled, " 899
6. " " " under four years of age, reported..... 476
7. Average durations of schools..... 4½ months
8. Number 1st grade certificates issued during year..... 1
   " 2d " " " " " 10
   " 3d " " " " " 10
9. Amount of school fund for 1878 and 1879.....$9787 92
10. Average wages paid teachers per month....females, $35, males, $55
11. New school houses built..... 6
12. Number teachers' institutes..... 1

On account of there being no blanks furnished, either for teachers' or clerks' reports, the information at hand will not allow such a report as I would be pleased to make.

Most of our school districts have been organized within the past three years, and hence there is not as much system in the way they are conducted as might be wished; but the increasing interest in *public schools* in this county promises to remedy this defect. Since January there have been organized six new districts, each of which is making preparations to build suitable houses. The districts generally are poorly furnished with apparatus, but we might add by way of explanation, that as the country "grows older" and the people in better circumstances financially, we expect a vast improvement in this regard.

In regard to the present school law, we might mention some defects and portions not altogether practical, but whether or not a law could be devised that would suit better the situation of Eastern Washington, we are in doubt.

The per cent of scholars enrolled, given above, is small, on account of the clerks failing to report in all cases. Probably the number enrolled during the school year 1878-9 would reach 1200.

The average months school taught is low on account of small districts, and those recently organized having but a term of three months.

Hoping that I shall hereafter be furnished blanks in order that I shall be able to make a more systematic and complete report, I respectfully submit the above.

FRANK M. McCULLY,
Superintendent of Schools, Columbia Co.

KITSAP COUNTY.

HON. J. P. JUDSON, Supt. Public Instruction:

DEAR SIR: The history of the schools of Kitsap County is a matter that has been lost sight of by the people of the county, no record having been kept, with the exception of a few notes on scraps of paper. According to the best information I can get, I find that the people elected a County Superintendent in the year 1858, but no steps were taken to organize districts until 1860, when three school districts were organized, namely, Port Gamble, Port Madison and Seabeck. In which of the three places the first school was taught I cannot say.

At present the number of school districts in the county are five, three of the districts having two departments. School has and is being kept at present in each district. There are 367 children of school age in this county; of this number 205 are enrolled. Under school age, according to clerks' reports, there are 130. There are eight teachers employed; of these four are male teachers. Since the new order of teachers' examinations there have been issued by the Board of Examination, two first grade certificates, four second grade and two third grade certificates. The amount of school fund for the year 1879 is $3145 08. The teachers' wages range from $35 to $70. The average duration of schools in the county for each year is a little more than eight months. No special tax has been raised. Two new school houses have been built.

As to the school law no very serious objections have been raised. No complaints have been made about the exchange of books with this exception, that the arithmetics are inferior to those used previously in the schools. I would suggest no change to be made in the school law, further than what has been already discussed in the Territorial Teachers' Institute. No teachers' institutes have been held in this county. The studies now authorized to be taught in our public schools if properly carried out are sufficient to prepare any child for the higher courses, at the same time I do not think that instructions should be confined to studies specified by law (in certain cases.) I would favor the enactment of a law compelling parents or guardians to send their children to school, and and have it so worded that it could not be evaded.

We have no graded schools in the county, but districts employing two teachers have classified the children into two grades. Private schools, we have one in successful operation in District No. 1, and one in District No. 3. These schools were started during the summer vacation and have not closed.

Very Respectfully,
CHARLES McDERMOTH,
Supt. of Schools, Kitsap Co.

ISLAND COUNTY.

COUPEVILLE, Sept 8, 1879

HON. J. P. JUDSON, Supt. Public Instruction:

DEAR SIR: I send you school report of Island county, for the year 1879

When and where was the first school taught in your county? At Coveland, in the year 1854. But there is no record in this office prior to 1857.

How many schools in your county at this time? Six.

How many school districts? Six.

How many school-houses? Six.

In how many has school been taught this year? Six.

How many children of school age? Two hundred and five

How many children enrolled? One hundred and fifteen.

How many under four years of age? Seventy-nine.

How many teachers employed in your county? Six; one male, and five females.

How many have first grade certificates, how many second, and third? One first grade, five third grade.

What is the amount of school funds for 1879? Thirteen hundred and fifty-three dollars.

What wages are paid teachers? From $30 to $60.

What is the average duration of school for each year? Two districts average nine months; three districts, six months; one district three months

How much has been raised by special taxes? A special tax of ten mills was levied to build a new school house in Coupeville, Dist. No. 2, and we expect to collect $1200. The house will be finished this fall.

How many new school houses have been built? None.

What, if any, complaints regarding present school law? Very few.

Any complaints regarding exchange of school books? A great many.

Suggest improvements in school law. There are many sections that should be made more explicit. For instance, Sec. 20 reads, that if the County Superintendent fails to make a full and correct report, &c., he shall forfeit the sum of $100 from his salary. Now as the law has made the salary $40 and $5 for each school visited, my whole salary only amounts to $70. So if you can get $100 from my $70, it is more than I can do.

How many Teacher's Institutes have been held in your county? None.

Do we need a change in the studies now authorized to be taught? I will answer this question by referring to our present school readers. There is not a single article in them, that will instruct the scholar in anything but reading. While articles on Natural History, Geology, Astronomy, and any other science that cannot be taught in our common schools—when the districts have funds enough to employ but one teacher, and that, but for a part of the year—our boys and girls leave our schools without any knowledge of the natural sciences, nor any taste for the study of them after they leave school. While if they read something upon these subjects in their readers, they might acquire a taste for the future study of those subjects; and as 90 per cent. of

our children only get a county school education, this is the only way that such subjects can be introduced to their notice. Also, I would recommend that Natural Philosophy be taught. How is the scholar to know anything of the causes of the phenomena, that he sees every day of his life, without some instruction in Natural Philosophy?

Do you favor a law compelling parents or guardians to send their children to some school? I do; but there ought to be something done, for the benefit of poor districts, that are so far isolated, that they cannot send their children to another district. We have one district that can only keep school six months in two years.

How many graded schools have you? None.

I have visited our different schools, and find they are very deficient in maps, and not a single globe in the county. Next year we will have a very good school house in Coupeville district, and I hope that we will be able to make a graded school there, for we are sadly in need of one, for there are a great many large boys and girls that require a better education than can be given them here now.

In the instructions to County Superintendents for the examination of teachers, last May, they were instructed to grant first grade certificates to those answering 90 per cent. of all the questions in each branch, and second grade to those that answered 70 per cent. of all the questions correctly. If you will examine the questions, you will find that 70 per cent. of all the questions can be answered without answering a single question in Arithmetic or Grammar, the two most important branches to be taught. I consider that any person that cannot answer 60 per cent. in each branch, should not be allowed to teach. I have seen parties from other counties holding certificates, with a grade of 40 per cent. in Grammar and Arithmetic. We want better teachers, and the only way to get them is not to make any, without they have requisite qualifications.

Your obedient servant,

H. H. LLOYD,

Supt. Schools, Island Co.

JEFFERSON COUNTY.

September 8, 1878.

HON. J. P. JUDSON, Supt. Public Instruction:

DEAR SIR: In pursuance of a suggestion in the blank reports for 1879, I have the honor to submit the following brief history of schools in this county:

The school records of the early period of the development of this county are lamentably meager and uncertain. According to the "best recollections" of the oldest inhabitants, the first school taught was a private school taught in a small log hut in Hastings' Valley, about one mile from the present site of Port Townsend, by Miss Reed, in 1858. The following year a public school building was erected near the fort, on the breakwater, about a mile southwest

of the present town of Port Townsend. School was opened to the public in this [building?] in 1854. In 1855, the number of school children in the county, Kitsap County being at that time a part of Jefferson, was twenty-five. School was maintained that year fifty-nine days, and three months during the following year. From that time to 1860, no records are left from which I can gather any reliable information.

In 1859, a new school-house was begun in Port Townsend, which it seems was not completed until 1861. From that time to the present school has been maintained in Port Townsend, every year gradually increasing in length of terms and the number of its pupils until there are 130 pupils enrolled and three teachers employed.

In 1864, a new school district was organized, Dist. No. 2, at Port Ludlow, with eleven children; in 1865, Dist No. 3, at Port Discovery, was organized with eleven children, and in 1866, Dist. No 4 was organized at Chimicum with fourteen children. In 1877 District No. 5 Colseed Bay, was laid off.

The schools of the county are so situated that no settler is without school privileges excepting those living in those portions of the county known as "Duckabush" and "Dosywallops."

The care manifested by directors in the selection of teachers has been rewarded by good teachers and consequently good schools. It is to be regretted, however, that some of the directors in this county, blind to the interests of the schools, are falling into that baneful practice of accepting *bids* from teachers, thereby losing the teachers who have proved themselves to be competent and worthy of good wages. No good teacher can be expected to remain where the salary is inadequate, and the *cheap teacher* is given the school; then when the mistake begins to tell on the ill-used school, directors begin to receive the imprecations of the very people whose plaudits they so graciously received for their economy.(?)

In addition to what I have said in a former portion of my report concerning punctuality and regularity of attendance at school, and of compulsory attendance, I would say further: the State has a claim on the school children of the land, and at this age, we cannot *afford* to have an uneducated population. Our Territory now budding and blooming into statehood, can not trust the lives and property of its fifty thousand inhabitants to the brutal passions and prejudices of ignorant people. The broils and turmoils that exist at present will no longer be known when our children are taught to revere the land that gave them birth, and the threatened condition of our Republic like that of ignorant France, lying prostrate at the feet of educated Germany will happily be averted. The troubles now existing in Louisiana and Mississippi could not exist in Illinois or Massachusetts. The reason is evident. *We must educate, or we must perish by our own prosperity.*

What better evidence of the thrift and intelligence, and I might say morality, of a people than a neat, tasty school house? It need not be expensive and gaudy but suited to the demands. On the other hand who can estimate the effect of an old dilapidated, weather-worn, shingles loose and moss-cov-

ered, doors hanging by one hinge, yard full of debris, and without a single shade tree? Such a place is enough to dishearten every boy or girl from attending school and to stamp the district with disgrace, lack of energy, intelligence and taste. Surroundings as surely tell upon the character of a child as does the influence of teacher or parent. In an experience of twelve years, devoted exclusively to schools, I have noticed that children attending school year after year, in such forsaken places become more or less boorish in their nature, careless in their dress and manners, and unmindful of either self-respect or respect for others; while those surrounded by everything that tends to arouse the aesthetical in their natures, became naturally more affable in nature, neater in person, purer in language and in fact far better pupils, morally if not intellectually, than those of the former class.

In most of the counties in this Territory there is a neglect of this important principle and should be made a matter of earnest consideration at institutes.

Schools in Jefferson County, notwithstanding their deficiencies regarding buildings, are in a flourishing and satisfactory condition. In general they are well supplied with apparatus, and in Port Townsend a collection of specimens in Natural History has been collected that would do credit to many more pretentious institutions.

Very respectfully yours,

A. R. HUFFMAN,
Supt. Schools, Jefferson Co.

COWLITZ COUNTY.

CASTLE ROCK, September 15th, 1879.

HON. J. P. JUDSON, Supt. Public Instruction:

DEAR SIR: My report has been somewhat delayed owing to a neglect on the part of two district clerks to send in their annual reports. Had I held the office of Superintendent for a longer period of time, I should be able to give a fuller history of the progress of the schools of the county; but as the case is I have at present but a comparatively limited knowledge thereof; hence my report must necessarily be very brief.

Some of our districts had maintained the required three months' school before I entered, in January, upon the discharge of official duties, but in most of the fifteen districts thus far visited, I have been pleased to observe a good degree of interest in educational matters, and have been particularly impressed with that manifested in a remote, impecunious district, which, though organized so recently as May, and having only twenty children of school age, has erected a comfortable school house and already maintained a three months' term of school.

I am glad also to note the recent purchase, in another district, of outline maps, charts and a globe.

In a broken, sparsely settled county like this, there are of course obstacles to a rapid advancement in prosperity which do not exist in more favored local-

ities. There is, I believe, but one private school in the county, which is at or near Oak Point, and of which Mr. C. W. Stone, graduate of an English college, is teacher. This gentleman had previously taught the public school in the same locality.

In regard to improvements in the school law, it seems to me that some method of equalization should be adopted whereby those children in actual attendance at school should receive sole benefit of the public school fund. The apportionment lists have always included scores, or even hundreds, who never attend school. Some, even, who themselves are teachers, are reported under the law, as it now stands. In one district reporting 54 between the ages of four and twenty-one, but 12 were enrolled and in actual attendance at school; while in a thinly populated district reporting only 13, there was a constant attendance of 10 through the term of three months, which was their only "schooling" for the year. There are many similar instances; and I would respectfully suggest that an amendment of this kind would go very far toward securing a fuller attendance at school, and be preferable to any specific law "compelling parents or guardians to send their children to some school," the enforcement of which would inevitably work hardship with many.

I would further suggest that section twenty-five is faulty, inasmuch as no provision is made for the payment of the "two persons holding highest grade certificates," whom the Superintendent must call to his assistance for the purpose of examining teachers.

Respectfully Yours,

ANTOINETTE B. HUNTINGTON.

School Supt. of Cowlitz Co.

PACIFIC COUNTY.

ILWACO, September 22d, 1879

HON. J. P. JUDSON, Supt. Public Instruction:

DEAR SIR: Pacific County is at present divided into twenty-four school districts, twenty-three of which are organized. Among them are four new districts which have been organized within the last six months. Schools have been kept in twenty-one districts this year, including three of the new districts recently organized. Our county has, at the present time, seventeen school houses, six of which have been built during the present year. The number of children of school age is 500; the number enrolled, 326, and the number of children in the county under four years of age is 154. The amount of school tax levied in this county for 1879 is $1517 032-1000, and the apportionment of July 21st, 1877, aggregated $1843 527-1000, making $3 68, 7 mills and a fraction per capita for each child and youth between four and twenty-one years of age in the county.

The population of Pacific County is scattered over such a wide scope of country that it is impossible, with very few exceptions, for any great number of scholars to be accommodated in any one district, on account of the distance.

to be traveled in getting to and from the school; consequently our schools are mostly small ones. I have very recently re-adjusted and harmonized the boundaries of all the districts of this county, making the boundaries conform to township and section lines, or the legal subdivisions of a section, so that now all the surveyed portions of Pacific County are embraced within the limits of some school district.

The school books in use are of nearly all the varieties used in Washington Territory and Oregon for the last ten years. But the new series of books adopted by the Board of Education have arrived in the county and will be exchanged for the old ones as soon as an agent for that purpose can be appointed.

The teachers employed, with two exceptions, have all been females. I have found them qualified and faithful to their trust; taking great interest in the progress of the pupils placed under their instruction. In many of the districts of this county, where indifference was manifested only a short time ago in regard to their schools, I now perceive awakening interest in the subject.

I know of nothing I can do or recommend to be done better calculated in my belief to promote the cause of education not only in this county, but in the Territory at large, than the enactment of additional sections of the school law, compelling each school district to raise from their district an amount equal at least to the amount of public money which may be apportioned to each district in any one year, and thereby instead of three months' school in a year, nearly all the districts will be able to have school kept from five to nine months in the year. I also recommend a change in the method of raising special school taxes. I think it should be a direct per cent. assessment and within 30 days collect the tax without the long-winded, red-tape method of the present law. Change the apportionment from once to twice a year. All district reports should be made by the clerk, and he should post the notices for the annual school meeting, and not the directors. "Everybody's business is nobody's business;" and finally, whatever duties are imposed on school superintendents, the law should give them power to execute, and the school law should be placed in their hands for distribution among the district school officers in their counties. I also recommend that the law be changed so as either to give the Board of Education power to order and have printed at any time whatever blanks may be necessary for the use of the several counties of the Territory, or empower the County Superintendents to do so each for his own county.

Hoping that these suggestions and recommendations in regard to changes in the school laws will be favorably considered and that by the time I am again called upon to report progress, alike gratifying to the people of Pacific County and to those of the Territory at large,

I have the honor to be and remain,

Yours truly,

C. A. REED,
Supt. Schools, Pacific Co.

SAN JUAN COUNTY.

SEPTEMBER 16, 1879.

HON JOHN P. JUDSON, Supt. Public Instruction:

DEAR SIR: In conformity with the school law, I have the honor to forward herewith my report on the public schools in this county.

The schools in this county are progressing very favorably, although the number of pupils enrolled is so much smaller than I could desire. The chief reason that the attendance at school has been so small is, that the districts have hitherto been too extensive, some of the families living six or seven miles from the school house. We purpose making three new districts, one in each island, and then all can attend school.

There was a private school kept during last winter. Mrs Weekes, the minister's wife, was the teacher

The uniform series of books is a great benefit to the schools.

In my last report there were seven districts. One which had only been made one year did not fulfill the requirements of the law, not having had school during the year, and consequently the action making the district was void. Another family have gone into that neighborhood and they are going to petition to have the district re-organized

Your most obedient servant,

WILLIAM BELL,
School Supt., San Juan Co.

YAKIMA COUNTY.

SEPTEMBER 10, 1879.

HON JOHN P. JUDSON, Supt. Public Instruction:

DEAR SIR: The following report is respectfully submitted:

Complaints Regarding Present School Law.

Most school districts would rather draw their part of school money out of the county treasury and have it draw interest till due teachers. And the forms of the reports of all school officers and teachers to be definite and certain, and prescribed in the school law, so there would be no use of furnishing blanks.

School Books.

The agent of the company had no books for exchange until the time agreed on (ninety days) had passed, and the winter schools closed. And it is expected the agent to complete the exchange when the schools commence this fall.

Improvement of School Law.

It is hoped the law authorizing special taxes, except in incorporated cities and towns, will be repealed and a general tax levied, besides that levied for the payment of teachers, to keep the school house in repair and fenced, to provide furniture, maps, charts, fuel, books of reference, &c., and such tax need not to exceed one-half mill on the dollar. The people of this county are willing to pay liberally for the support of schools, and would rather pay a general tax levied by the County Commissioners. A petition was circulated to

increase the school tax to six mills on a dollar of all the assessed property of the county, and met no opposition. But the county commissioners levied at the rate of four mills on a dollar's worth of assessed property. The assessed valuation for the county being $811,932, which tax, with the amount of school moneys now in the county treasury, to the credit of the districts, is sufficient to support a school in each district for six months of the year ending September 1, 1880.

The progress of the schools of this county has been in the same proportion as the increase of the children of school age. There were reported for 1868, when the public schools of this county were first organized, 116 children of school age; 1869, 130; 1870, 157; 1871, 229; 1872, 337; 1873, 363; 1874, 378; 1875, 401; 1876, 411; 1877, 481; 1878, 583; 1879, 716, being a larger increase than any preceding year.

There is a good school kept by the Sisters of Charity, at Yakima City, which school is well supported. There have been several other private schools, kept for a session of sixty days, in the county during the year.

Very respectfully,

GEORGE W. PARRISH,
School Supt. Yakima Co.

FORMS

FOR PROCEEDINGS UNDER THE

WASHINGTON SCHOOL LAW.

FORM No. 1.

Notice of Annual Meeting, under Section 35.

NOTICE.—The annual meeting of School District No ...., of ..... County, for the election of district officers, and for the transaction of such other business as may lawfully come before it, will be held on Saturday, November ...., 188.., at the district school house, (*if there be one, else in place to be designated by Directors.*) The polls will be open between the hours of .... and .....

Dated ....., 188..

.....

.....

.....

School Directors.

[*Remarks.*—Directors must cause this notice to be posted in three of the most public places in district—the school house being one—six days prior to meeting. Meeting illegal without due notice. Election by ballot. Every taxable resident of district qualified to vote at general election, entitled to vote at this election. Directors act as judges; clerks keep tally-lists. For form of oath in case of challenge see section 35. Voters must pay other than road and poll tax. No school meeting shall be opened before 9 A. M., or closed before 12 M., or kept open less than one hour. In districts of three hundred children, polls must be kept open from 2 P. M. till 6 P. M. Sec. 45.]

FORM No. 2.

Form of Notice of Special School Meeting, under Sec. 37, School Law, in new Districts.

NOTICE is hereby given to the qualified electors of School District No. ....., ... County, that there will be a special school meeting for election of Directors and Clerk of said District, at ..... on the ..... day of....., 188.., between the hours of .... and ....

Dated, ... 188..

.....
.....
.....
Three legal voters of said District.

[*Remarks.*—The foregoing notice seems to be provided for cases where there is dissatisfaction with appointments made by County Superintendent. Judges of Election and Clerk must be chosen by electors before balloting begins—in all other respects must follow forms of annual election. This special meeting must be called within thirty days after district is formed, if at all.]

FORM No. 3.

Form of Notice of District Election Under Section 81, School Law, for Voting Tax to Maintain School, Build School Houses, and Other Purposes.

NOTICE is hereby given to the qualified electors of School District No. ....., ... County, that an Election will be held on the ..... day of ..... next, at the School House in said District (*or at some other place if there is no School House*), at which will be submitted the question of voting a tax to furnish additional school facilities (*or to do either of the things mentioned in Sec.* 81.)

It will be necessary to raise the sum of $..... (*for this, or these purposes—state purpose.*)

The polls will be opened between the hours of ... . and .....

Dated, ..., 188..

.....
.....
.....
School District Directors.

[Sec. 45 regulates time polls must be kept open.]

[*Remarks.*—This notice must be posted like notices of other elections, but twenty days, instead of six, before the day of election. Election conducted in the same manner as others.]

FORM No. 4.

Certificate of Election of Director or Clerk of School District.

To ....., of ....., Greeting:

This is to certify, that at a regular (*or special*) school meeting of School District No. ....., of ..... County, held at the school house of said District, ..., 188.., you were duly elected to fill the office of Director (*or Clerk*) for the term of ..... from the time you shall qualify according to law, provided that be within ten days from date of election.

.....

Clerk of District School Meeting.

[*Remarks*—This certificate with oath of office endorsed thereon, signed and sworn to before some person competent to administer oaths, must be sent to the County Superintendent. See section 1, school law, ... clause]

OATH OF OFFICE, (see School Law, Sec. 35).—I do solemnly swear (*or affirm*) that I will support the Constitution of the United States and the Organic Act of Washington Territory, and that I will, according to the best of my ability, promote the interests of education, and faithfully discharge the duties of ..... for School Dist. No. ...., of ..... County, Washington Territory, during the term for which I have been elected (*or appointed*), so help me God.

Subscribed and sworn to before me this .... day of ....., 188..

.....

[*Remarks*—This oath may be taken before any school officer or other person competent to administer oaths]

FORM No. 5.

Forms of County Superintendents' Receipts, under Sec. 19, Clause 8, School Law.

Received of....., this ..... day of ....., 188.., all records, books, documents, and papers, required to be delivered under Sec. .... Washington School Law.

.....

Supt. Common Schools, ... County.

[*Remarks*—The retiring Superintendent must file this receipt with County Clerk.]

FORM No. 6.

Directors' Warrant on County Treasurer Under Section .... School Laws.

No.... ....., 188..

The County Treasurer of ..... County, Washington Territory, will pay to ..... or order, the sum of..... dollars,

out of school moneys apportioned to ....., School District No..... of said county. This warrant is issued on account of services rendered by said .... *(here insert nature of services rendered.)*

.....
....
.....

Directors of School District No...., ... County.

[*Remarks.*—Directors' warrants must be countersigned by District Clerk, and no warrant shall be drawn unless there is money in the treasury to credit of the district.]

FORM No. 7.

Appointment of School Directors and Clerks.

By the power vested in me by Section ..... Washington School Law, I hereby appoint ..... Director *(or Clerk)* for School District No..... in the county of ..... Washington Territory, and I do authorize and empower him to hold said office and perform the duties thereof until some person is elected and qualified thereto according to law; having first taken the oath of office required by law.

... .

County Supt. Common Schools ..... County.

[*Remarks.*—This power is given to County Superintendent to fill all offices in School Districts when vacancies occur from any cause, and in new districts till election is held.]

FORM No. 8.

Agreement Between School Directors and Teacher.

This agreement, made and entered this ..... day of ..... A. D. 188.., between ....., party of the first part, and Common School Directors of School District No..... of ..... County, Washington Territory, parties of the second part, *Witnesseth:* That the said ....., who holds a legal certificate as teacher for said county, hereby agrees for the consideration hereinafter stated, to teach the school in said district, for the term of ....., commencing on the ..... day of ....., 188...; and further agrees to enforce the rules and regulations prescribed by the Superintendent of Public Instruction of said Territory, and to adopt the prescribed series of text books and course of study, and to keep the register and make the returns required by law; and the parties of the second part hereby agree to pay said ..... for such services duly and faithfully rendered the sum of ..... dollars for each and every month of twenty school days, in the manner following, to wit: by drawing their order upon the County Treasurer of said county, to be paid out of any school moneys in the county treasury standing to the credit of said district *(or otherwise, as the case may be.)*

In witness whereof, the said parties of both parts have hereto set their hands and seals at the date hereinbefore mentioned.

[SEAL.] .....
Teacher

[SEAL.] .....

[SEAL.] .....

[SEAL.] .....

Directors of District No....., ... County.

FORM No. 9.

Form of Lease for Premises for School House. Provided for in same Section.

Know all men by these presents that, A B, of the County of ....., and Territory of Washington, of the first part, for the consideration hereinafter mentioned, does hereby lease unto School District No. ....., of the County and Territory aforesaid, party of the second part and their assigns, the following described parcel of land, to wit: (*here insert description of premises by metes and bounds,*) with all the privileges and appurtenances thereunto belonging; to have and to hold the same for and during the term of ..... years from the .....day ....., A. D, 188.. And said party of the second part, for themselves and their assigns, do covenant and agree to pay the said party of the first part for the said premises the annual rent of ..... dollars.

In testimony whereof, the said parties have hereunto set their hands and seals, this ..... day of....., A. D., 188..

A B, [SEAL.]
Lessor.

Signed and sealed in presence of
(*Two Witnesses.*)

C D, [SEAL.]
E F, [SEAL.]
G H, [SEAL.]

Directors of School District No. ....., ... County.

[This lease must be acknowledged.]

[*Remarks.*—It will be often better to lease than purchase, till districts become more populous and permanently settled, but if lease is for short term, no permanent structure should be erected without reserving right to remove buildings at end of term. Leases should be executed in duplicate, and, if for longer term than one year, become "conveyances" under our law, and should be acknowledged and recorded as deeds.]

FORM No. 10.

Form of Deed for Purchase of Premises for School House when Directors are Directed by Vote of District. See Sec. 38, Clause ...; Washington School Law.

Know all men by these presents, that A B, and C D, his wife, of the

County of ..., ..., and Territory of Washington, party of the first part, for and in consideration of the sum of ..... dollars to them paid by the Board of Directors of School District, No. ....., of the County and Territory aforesaid, the receipt whereof is hereby acknowledged, do hereby grant, bargain, sell and convey, to said School District, No. ....., the party of the second part, and their assigns forever, the following described parcel of land, namely: (*here insert description by metes and bounds*), together with all the privileges and appurtenances thereunto belonging; to have and to hold the same to the said second party, and their assigns forever. And the said party of the first part, for themselves, and their heirs, executors, and administrators, do covenant, bargain and agree to and with said party of the second part and their assigns, that at the time of the ensealing and delivery of these presents, they were well seized of the premises above conveyed as of an absolute and indefeasible estate of inheritance in the law, in fee-simple and that the said premises are free from all incumbrances whatever, and that they will forever warrant and defend the title, and quiet and peaceable possession of the same to said second party and their assigns, against all persons lawfully claiming or to claim the whole or any part thereof.

In testimony whereof, said parties of the first part have hereunto set their hands and seals, this ..... day of ....., A. D., 188..

..... [SEAL.]

..... [SEAL.]

Signed, sealed and delivered in presence of

.....

.....

[This deed should be acknowledged and recorded as other deeds.]

FORM NO. 11.

Notice to County Superintendents of a Vacancy in Board of Directors

To ....., County Superintendent.

SIR: You are hereby notified that a vacancy now exists in the Board of Directors of School Dist. No. ..., in the County of ....., through (*here state the cause of the vacancy*), which you are requested to fill by appointment.

Dated this ..... day of ....., 188..

.....

District Clerk.

[*Remarks.*—The above notice should be sent to the County Superintendent as soon as the vacancy exists. If the office of District Clerk is vacant it should be sent by one of the Directors.]

FORM No. 12.

Directors' Report to County Superintendent.

Report of Directors of School No. ..., ... County, Washington Territory, for the year ending ..... A. D. 188.., as required by Sec-

tion of Washington School Law, to be returned to the County Superintendent on or before ..... each year.

FINANCIAL.

	Dols.	Cts.
Amount to credit of District beginning of year.....		
" apportioned to District by County Superintendent...		
" realized from special tax for building school house.		
" realized from special tax to pay teachers and extend school term.....		
" realized from any other source.....		
" expended for teachers' wages.....		
" expended for building or repairing or renting school house or furniture.....		
" Amount expended for school apparatus, maps, charts, dictionaries, etc.....		
" expended for books for indigent children.....		
Rate of wages per month to male teachers.....		
Rate of wages per month to female teachers.....		
Present value of school buildings in district.....		
Present value of furniture, apparatus and other property...		
Cash in treasury to credit of district unexpended.....		

MISCELLANEOUS

Whole number of persons of school age in district.....

Whole number who have attended during the year.....

Does your district own or rent school house?.....

Of what material is your school house?.....

Is your school furnished with dictionary, charts, apparatus, or either of these, and which?.....

Do you allow other than formerly prescribed text books to be used?.....

Are all scholars attending furnished with suitable books?

Are any scholars prevented from attending from want of books?.....

Do you require every teacher to have a proper certificate, keep a register, and make reports as required by law?.....

How often do you visit and inspect the school?.....

State condition of school, whether flourishing and improving, or stationary or retrograding.....

Remarks.—.....

The undersigned, Directors of School District No...., ... County, Washington Territory, hereby certify that the foregoing report of the affairs and condition of said school for the year ending ....., 188..., is true

and correct, and that true answers have been made to interrogatories, therein contained.

Dated this ..... day of ....., A. D. 187....

.....

.....

.....

Directors School District No...

FORM No. 13.

Teacher's Report.

Teacher's report of the Public Schools in District No..., in the County of ....., Washington Territory, from the ..... day of ..... 188.., to the ... . day of ....., 188...

	Boys.	Girls.	Total.
Whole number of scholars enrolled during term.....			
Average number belonging.....			
Average daily attendance.....			
Per centage of attendance.....			
Total number of days attendance...			
Total number of days absence.....			
Total number of times tardy.....			

Grade of school.....	
Number of classes in school.....	
Date of teacher's taking charge of school.....	
Date of closing term or year.....	
Monthly salary of teacher, including board.....	
Amount of salary from county school fund.....	
Grade and date of teacher's certificate.....	
Number of school visits by School Directors.....	
" " " " County Superintendent.....	
" " " " other persons.....	
Have you kept school register as required?.....	
Name the text books used.....	
Have you complied with the provisions of section .. school law?	

.....

Teacher.

[*Remarks.*—This report is required under section forty-six, Washington school law, to be made to County Superintendents and Dist. Clerks on or before ....., of each year, and by every teacher at the end of his or her term of service, if earlier than ..... No teacher is entitled to order for last month's wages until this report is made and received. This report should be made up by abstracts from register.